Killeen Independent School District

Live Oak Ridge Middle School

2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

Teach so that students learn to their maximum potential.

Vision

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

Teacher Commitments

To support student achievement goals, I will…

Develop learning goals with students and send home materials to help parents support the learning goals at home.

Involve students in challenging, rigorous tasks and provide parents with resources to practice new knowledge and skills at home with their child.

Share with parents the learning strategies used in the classroom and send home at least one application problem a week.

Provide a positive, safe, and effective learning environment for all students.

Connect students with their after-school activities that support their learning.

To support effective communication, I will…

Communicate regularly with the other grade level teachers to provide consistency and coordinate any needed support.

Share with parents the opportunities to volunteer and participate in their child's class.

Initiate timely communication with parents when there is a concern regarding their child's progress, behavior, etc.

Respond to emails, phone calls, notes in the agenda, etc.

Parent Commitments

To support student achievement goals, I will…

Help my child to develop organization skills by establishing routines and providing quiet time each day for completion of homework and/or reading.

Talk with my child each day about school and homework; set high expectations for his or her academic achievement.

Encourage my child to set learning goals for improvement.

Include my child in opportunities for real world application of problem-solving skills.

Participate in school events, workshops, and meetings.

To support effective communication, I will…

Initiate communication with school staff if there is a question or concern.

Review communication sent home by the school.

Respond to emails, phone calls, notes in the planner, etc.

Participate in parent-teacher conferences.

Encourage students to come to school daily and on time

Student Commitments

Follow school rules, participate in class, and bring school supplies each day.

Complete all assignments, including homework.

Have a positive attitude about learning and high academic expectations for myself.

Read every day for at least 20 minutes.

Practice math skills and concepts.

Utilize the resources available on campus

To support effective communication, I will…

Talk to my parent(s) about school each day.

Ask questions in class when I do not understand something.

Ask for help from my parents or school staff if I have a problem or concern.

Have a positive attitude towards others and speak respectfully.

Principal Commitments

To support this form of parental involvement. Therefore, I shall strive to do the following:

Provide an environment that allows for positive communication between the teacher, student, and parent.

Encourage teachers to regularly provide higher order thinking and collaborative activities.

Support an environment where the whole child is considered in the teaching and learning.

Provide a safe, conducive learning environment for all students.

Response to Intervention will be a precursor to student success.

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Goals

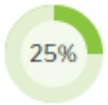
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: The Math department will increase the pass rate on STAAR, from 58% to 65% for all learners with a special focus on students of two or more races. LORMS would like to increase the overall rate of students performing on grade level by 8% from 22% to 30%.

Evaluation Data Sources: STAAR Math Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will differentiate math instruction using best practices to engage and meet the needs of students. Additional Targeted Support will be provided to all students in math through online enrichment in order to increase academic achievement status meeting grade-level standards in math from 22% to 30%. A growth status in math is expected from 58% to 65%. **Strategy's Expected Result/Impact:** Student Computer logs showing increased usage The purposeful employment of programs in lesson plans and walk through data will reflect the use Complete goal setting profiles and monitored, 5%-10% gain on targeted content objectives according to baseline score. **Staff Responsible for Monitoring:** Math Teachers, Math Admin, and CIS **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 9, 10 - School Processes & Programs 2, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development opportunities for Math Teachers to attend the CAMT conference in June and TI conference in March. **Strategy's Expected Result/Impact:** The employment of strategies learned in lesson plans and walk through data will reflect the use. **Staff Responsible for Monitoring:** Math TL, CIS, and Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2, 8, 9, 10 - School Processes & Programs 1, 2, 3 **Funding Sources:** CAMT and Texas Instrument Conference - 166 - State Comp Ed - $5,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct small group tutoring sessions outside the regular school day with targeted groups of two or more races, SPED, and LEP students who need additional support learning and reteach opportunities based upon red line data. **Strategy's Expected Result/Impact:** Student Sign In Log show increased participation 5% - 10% gain on targeted TEKS Overall STAAR performance **Staff Responsible for Monitoring:** Math Teachers, CIS, and Math Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Student Learning 2, 8, 9, 10 - School Processes & Programs 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize accelerated math class staffed with an At-Risk teacher for identified at-risk students' as an intervention program during the school day for at-risk learners who performed poorly on Math STAAR, MAP, or have a noted concern by their teacher. **Strategy's Expected Result/Impact:** Review pre/post assessment results with data tracking log, overall STAAR success **Staff Responsible for Monitoring:** Math Interventionist teacher, Lead Teacher, Math Admin, CIS, and Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 2, 9, 10 - School Processes & Programs 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.

Student Learning
Problem Statement 2: 22% of the students met the grade level standard on Math STAAR assessment.
Problem Statement 8: EB students had less than a 50% pass-rate for Math and History STAAR assessments and 34% did not meet grade-level standards in Reading.
Problem Statement 9: Most major sub-groups failed to make targeted growth index on 2022 Math, Science, and History STAAR.
Problem Statement 10: All students have experienced gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.

School Processes & Programs
Problem Statement 1: Data is not guiding the teaching and learning processes.
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.
Problem Statement 4: There is a need to grow teacher capacity in the implementation of Response to Intervention so that student needs are identified early and the program is carried out with fidelity.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: The RL-A department will increase the reading pass rate on STAAR, from 68% to 75% for all learners with a special focus on our students of two or more races. LORMS would like to increase the overall Met the Standard rate by 10% with 50% of all students reading on grade level.

Evaluation Data Sources: STAAR Reading Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide additional small group learning opportunities and enrichment in reading for students of two or more races outside the regular school day will focus on the red-line TEKS. **Strategy's Expected Result/Impact:** Student Computer logs show increase participation Student work--charts that show 5%-10% gain on targeted content objectives **Staff Responsible for Monitoring:** RL-A Teachers, Case managers, CIS, and ELA-R Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 3, 4, 10 - School Processes & Programs 2	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development for RL-A teachers of low-performing students on best practice strategies in differentiated reading strategies. **Strategy's Expected Result/Impact:** Campus PD sign in with agenda Transcripts from workshop Review of completed lesson designs including differentiated strategies **Staff Responsible for Monitoring:** RL-A teachers, Lead Teacher, and Interventionist Teacher, CIS, and RL-A admin **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2 - School Processes & Programs 1, 2, 3 **Funding Sources:** TCTLA-TCTELA Conference - 166 - State Comp Ed - $5,000	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide ESL teachers PD opportunities such as TCTLA / TCTELA Conference in order to design meaningful learning opportunities based on student needs for reading. **Strategy's Expected Result/Impact:** Review of completed lesson designs including differentiated strategies Increased student performance- Report cards, MAP, CUA, STAAR **Staff Responsible for Monitoring:** ELA-R Teacher Leader, District ELA Instructional Specialist, CIS, and ELA-R Admin **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3, 4, 8 - School Processes & Programs 3 **Funding Sources:** Professional Development for Teachers of ELs - TCTLA/TCTELA - 165/ES0 - ELL - $2,800	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: RL-A teachers will support LEP and SPED students with academic content vocabulary by "pre-teaching" whenever possible. Comprehension strategies will be integrated with all content instruction to ensure that vocabulary and literacy skills taught in small groups are transferring to classwork in the regular education classroom. Teachers will integrate technology that encourages English vocabulary development in real-world situations. **Strategy's Expected Result/Impact:** Student use of Imagine Learning, Successmaker, and iLit for Student improvement on targeted objectives---5%-10% gain according to baseline score. Review of completed lesson designs including differentiated strategies **Staff Responsible for Monitoring:** Technologist, RL-A Teacher,s Reading Interventionist Teacher, and CIS **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3, 4, 8, 10 - School Processes & Programs 2, 3 **Funding Sources:** Instructional materials to support vocabulary and content area language for LEP students - 165/ES0 - ELL - $1,507	25%	35%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize accelerated ELA class staffed with an At-Risk teacher for identified at-risk students' as an intervention program during the school day for at-risk learners who performed poorly on Reading STAAR, MAP, or have a noted concern by their teacher. **Strategy's Expected Result/Impact:** Review of completed lesson designs including differentiated strategies Review of completed lesson designs Increased student performance- Report cards, MAP, CUA, STAAR **Staff Responsible for Monitoring:** Interventionist Teacher, RL-A TL, CIS, and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 3, 4, 10 - School Processes & Programs 2, 3 **Funding Sources:** Accelerated ELA Teacher Salary and Benefits - 211 - ESEA, Title I Part A - $98,631	25%	50%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: ELAR teachers will use Scope Magazine subscription to develop writing skills such as central claim/thesis statement, organization, and structure, choosing relevant details to support claims, editing and revising, word choice, transition words, phrases, and sentences, quoting and paraphrasing, grammar. ELAR teachers will use Scope Magazine subscription to develop reading skills such as close reading, author's craft, summarizing, text marking, text evidence, context clues, inference, central ideas and details, text structures & features, theme, analyzing arguments, figurative language, and tone/mood. **Strategy's Expected Result/Impact:** Completed lesson designs including differentiated strategies Class visits note usage Student success with strategy implementation Targeted growth with R-LA Domain 3 Performance data increase **Staff Responsible for Monitoring:** RL-A teachers, CIS, and RL-A Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 3, 4, 10 - School Processes & Programs 2, 3 **Funding Sources:** Scope Magazines - 166 - State Comp Ed - $7,500	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
Problem Statement 1: 40% of the students met the standard on Reading STAAR assessment.
Problem Statement 3: Spring 2022 MAP RIT data revealed 7th graders are reading at a lower level than 6th graders.
Problem Statement 4: Spring 2022 MAP RIT data revealed 6th grade level met minimal projected growth for reading.
Problem Statement 8: EB students had less than a 50% pass-rate for Math and History STAAR assessments and 34% did not meet grade-level standards in Reading.
Problem Statement 10: All students have experienced gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.
School Processes & Programs
Problem Statement 1: Data is not guiding the teaching and learning processes.
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 3: The Science department will increase the pass rate on STAAR, from 50% to 56% for all learners with a special focus on all sub-groups except white and LEP students. LORMS would like to increase the overall met performance rate by 7%. The new desired on grade rate is 30%.

Evaluation Data Sources: STAAR Science Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Science teachers will attend professional learning opportunities to gain the STEM skills needed to promote higher achievement in the area of Science. **Strategy's Expected Result/Impact:** Review of completed lesson designs including differentiated strategies Student improvement in learning---targeted objectives 10% gain in performance Increased student performance- Report cards, MAP, CUA, STAAR **Staff Responsible for Monitoring:** Science TL, CIS, and Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 6, 9, 10 - School Processes & Programs 1, 2, 3 **Funding Sources:** CAST Conference & Texas A&M STEM Conference - 166 - State Comp Ed - $5,000	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Science department will conduct small group sessions outside the regular tutoring school day with targeted groups of students who need learning and reteach opportunities based on redline/STAAR data for their at-risk learners. **Strategy's Expected Result/Impact:** Student sign in sheets show more participation Increased student performance- Report cards, MAP, CUA, STAAR **Staff Responsible for Monitoring:** Science Teachers, Science Admin, and CIS **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 6, 9, 10 - School Processes & Programs 2	0%	25%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
Problem Statement 6: Science STAAR experienced a 14 percentile decline in scores from the previous assessment.
Problem Statement 9: Most major sub-groups failed to make targeted growth index on 2022 Math, Science, and History STAAR.
Problem Statement 10: All students have experienced gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.
School Processes & Programs
Problem Statement 1: Data is not guiding the teaching and learning processes.
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 4: The History department will increase the pass rate on STAAR, from 35% to 50% for all learners with a special focus on all sub-groups. LORMS would like to increase the overall "met the standard" performance rate by 10%.

Evaluation Data Sources: STAAR History Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: History teachers will attend content specific professional development and apply learned strategies, knowledge and skills toward increasing the depth and rigor of first time instruction, providing targeted intervention, and using data to inform instruction. **Strategy's Expected Result/Impact:** Review of completed lesson designs including differentiated strategies Student improvement increase for all sub-groups by ten percentile points. CUA scores Pre/Post Test results improve **Staff Responsible for Monitoring:** History TL, CIS,and Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 7, 8, 9, 10 - School Processes & Programs 1, 2, 3 **Funding Sources:** Lead4ward Conference - History - 211 - ESEA, Title I Part A - $5,000	0%	0%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct small group sessions outside the regular tutoring school day with targeted groups of students who need learning and reteach opportunities based on redline/STAAR data for all major sub-groups in Social Studies. **Strategy's Expected Result/Impact:** Sign in sheets show more students participating Utilization of differentiated strategies Increased student performance- Report cards, MAP, CUA, STAAR **Staff Responsible for Monitoring:** CIS, Social Studies Teachers, SS Admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 7, 8, 9 - School Processes & Programs 2, 3	0%	25%		

 No Progress Accomplished Continue/Modify Discontinue

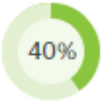
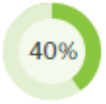
Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
Problem Statement 7: The History STAAR performance has been consistently below 50% for the past three assessments.
Problem Statement 8: EB students had less than a 50% pass-rate for Math and History STAAR assessments and 34% did not meet grade-level standards in Reading.
Problem Statement 9: Most major sub-groups failed to make targeted growth index on 2022 Math, Science, and History STAAR.
Problem Statement 10: All students have experienced gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.
School Processes & Programs
Problem Statement 1: Data is not guiding the teaching and learning processes.
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 5: The AVID enrollment will increase by 20% along with a 10% increase in our High school courses such as Algebra I, Art, and Spanish. Students participating in AVID will demonstrate an increased performance on STAAR and a decreased failure rate when compared to the previous year.

Evaluation Data Sources: Student schedules
AVID enrollment data
Student report cards
STAAR performance of students participating in AVID

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Recruiting for AVID Site Team Members and AVID Elective teachers. **Strategy's Expected Result/Impact:** Membership Roster increase Participation on AVID Site Team Members and AVID Elective teachers will increase Review of completed lesson designs including differentiated strategies Increased student performance- Report cards, MAP, CUA, STAAR **Staff Responsible for Monitoring:** Current Site Team AVID Summer Institute AVID Coordinator Administration PLC Leads **Problem Statements:** School Processes & Programs 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure all AVID students are enrolled in a rigorous course of study. **Strategy's Expected Result/Impact:** Student Schedules Increase enrollment in AVID **Staff Responsible for Monitoring:** AVID Coordinator Counselors PLC/Departments All Staff **Problem Statements:** School Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide staff professional development of the AVID modules to address academic needs of At Risk students. **Strategy's Expected Result/Impact:** Review of completed lesson designs including differentiated strategies Increased student performance- Report cards, MAP, CUA, STAAR **Staff Responsible for Monitoring:** AVID teacher, CIS, and Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 10 - School Processes & Programs 2, 3 **Funding Sources:** AVID Conference for Site Team - 211 - ESEA, Title I Part A - $6,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
Problem Statement 10: All students have experienced gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.
School Processes & Programs
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 6: All students, to include At Risk, Special Education, English Learners, AVID, and Gifted and Talented student groups, will demonstrate at least one year of academic growth.

Evaluation Data Sources: CUAs
STAAR Results
Student Grades
MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be provided homework support Monday- Thursday after school with content experts to reinforce daily taught skills. The homework center will be open to all students. **Strategy's Expected Result/Impact:** Review of student performance Mastery of concepts on formative assessment Overall growth in closing the achievement gap Decrease in content failures **Staff Responsible for Monitoring:** LORMS Lobo Homework Center Staff, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4, 6, 7, 8, 9, 10 - School Processes & Programs 2, 3 **Funding Sources:** Homework Center - Daily tutorial for low-performing students - 166 - State Comp Ed - $18,000	25%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: At-risk teachers will use AM/PM lab opportunities to bridge the gap in student learning through the use of differentiated and best practices. **Strategy's Expected Result/Impact:** Purposeful selection Computer Sign in logs show increased usage Increased student performance- Report cards, MAP, CUA, STAAR **Staff Responsible for Monitoring:** At-Risk Teachers, Teacher Leaders, Technologist, and CIS **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3, 4, 8, 9, 10 - School Processes & Programs 2, 3 **Funding Sources:** Instructional supplies for AM/PM Labs - 211 - ESEA, Title I Part A - $1,000	10%	10%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Additional staff will provide academic support in the form of supplemental instruction in math and reading. The CIS will assist classroom teachers with instructional delivery. **Strategy's Expected Result/Impact:** Review pre/post-test results with data tracking log growth: Lesson designs including differentiated strategies Classroom visits feedback promote teacher growth Increased student performance- Report cards, MAP, CUA, STAAR **Staff Responsible for Monitoring:** Interventionists, CIS, and Math and ELA Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4, 9, 10 - School Processes & Programs 2, 4 **Funding Sources:** Interventionist Aide - 211 - ESEA, Title I Part A - $25,513, Curriculum Instructional Specialist - 211 - ESEA, Title I Part A - $83,720, Interventionist Aide - 166 - State Comp Ed - $23,857, Instructional supplies for supplemental math and reading instruction - 166 - State Comp Ed - $5,000, Reading materials for supplemental reading instruction - 211 - ESEA, Title I Part A - $2,336	50%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR-tested subjects will be provided with supplemental teaching materials that address the hard to teach concepts per content area with an exclusive focus on the most missed STAAR items. **Strategy's Expected Result/Impact:** Review of completed lesson designs including differentiated strategies Increased student performance- Report cards, MAP, CUA, STAAR **Staff Responsible for Monitoring:** Lead teachers, CIS, and Admin **ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 2, 6, 7, 8, 9, 10 - School Processes & Programs 2, 3, 4 **Funding Sources:** Zingers Workbooks - 166 - State Comp Ed - $4,143				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Accelerated Learning classes will be offered in reading and math to students who have failed the corresponding STAAR test. These classes will target specific learning needs and will focus on differentiation and student collaboration. The classrooms will be organized to allow for flexible seating and instruction based on student need. **Strategy's Expected Result/Impact:** Review of completed lesson designs including differentiated strategies Increased student performance- Report cards, MAP, CUA, STAAR Reduce content failure rate STAAR success **Staff Responsible for Monitoring:** ACC teachers, Interventionist aides, CIS, and Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 10 - School Processes & Programs 1, 2, 3				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide professional development for GT teachers in order to increase awareness of gifted characteristics of students to enhance the instruction delivered. **Strategy's Expected Result/Impact:** Utilization of new techniques evident in lesson plans CUA and MAP data An increase in student performance on STAAR Increase in number of identified GT students mastering STAAR **Staff Responsible for Monitoring:** GT Teachers, AVID Coordinator, CIS, and Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2, 3 **Funding Sources:** AVID Conference-GT - 177 - Gifted/Talented - $3,000	0%	0%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide field-based instruction for GT students in order to increase mastery of grade-level content. **Strategy's Expected Result/Impact:** Increase student overall performance and engagement in the GT curriculum. **Staff Responsible for Monitoring:** GT Teachers, CIS, and Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 10 - School Processes & Programs 2, 3 **Funding Sources:** Field-Based Instruction - 177 - Gifted/Talented - $3,050	0%	0%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.

Student Learning
Problem Statement 1: 40% of the students met the standard on Reading STAAR assessment.
Problem Statement 2: 22% of the students met the grade level standard on Math STAAR assessment.

Student Learning

Problem Statement 3: Spring 2022 MAP RIT data revealed 7th graders are reading at a lower level than 6th graders.

Problem Statement 4: Spring 2022 MAP RIT data revealed 6th grade level met minimal projected growth for reading.

Problem Statement 6: Science STAAR experienced a 14 percentile decline in scores from the previous assessment.

Problem Statement 7: The History STAAR performance has been consistently below 50% for the past three assessments.

Problem Statement 8: EB students had less than a 50% pass-rate for Math and History STAAR assessments and 34% did not meet grade-level standards in Reading.

Problem Statement 9: Most major sub-groups failed to make targeted growth index on 2022 Math, Science, and History STAAR.

Problem Statement 10: All students have experienced gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.

School Processes & Programs

Problem Statement 1: Data is not guiding the teaching and learning processes.

Problem Statement 2: The students are not performing at a high cognitive level on assessments.

Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

Problem Statement 4: There is a need to grow teacher capacity in the implementation of Response to Intervention so that student needs are identified early and the program is carried out with fidelity.

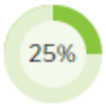
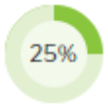
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: 100% of PLCs and Professional Development opportunities will align with the campus vision and mission, focus on aligning the task/target with the standard, and emphasize raising the rigor of teaching/learning with differentiated strategies, curriculum, instruction, and assessment as a collaborative ongoing conversation centered on student needs, work, and progress.

Evaluation Data Sources: PLC agendas and minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Lead all PLC meetings with vision & mission, campus commitments, CIP, and PLC learning goals to ensure all our work and all decisions are aligned to building teachers' capacity and increase student achievement. PLCs will review student data, reflect on teaching practices, explore resources to learn new practices, and planning how to apply new learning. PLC minutes will be used to share concepts, and learning covered with other departments. **Strategy's Expected Result/Impact:** PLC Minutes to summarize the learning Dufour four questions driving collaboration Increase use of data driving lesson plan designing Student learning improved by teacher effectiveness Classroom visits reflect planning **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 10 - School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: PLC's will meet every 10 - 12 days to discuss, collaborate and design meaningful learning opportunities through data analysis. PLC Teacher Leaders will meet bi-weekly to support PLC's: provide training, monitor student achievement, and ensure the employment of best practices based upon the needs of the learners. **Strategy's Expected Result/Impact:** Data protocols in Schoology Lesson designs changed to reflect data Increased teacher capacity Student performance data- CUA, MAP, grades **Staff Responsible for Monitoring:** Teacher leaders, CIS, and Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2 - School Processes & Programs 1, 2, 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Each administrator will work collaboratively with DESIGNATED content PLC so that student success is priority one. We will meet bi-weekly to communicate, collaborate and reinforce best practices. **Strategy's Expected Result/Impact:** Build leadership teams that empower teacher leaders and supports, enhances and enriches the learning capacity of students, staff and leadership Monthly coaching walks Coaching walks feedback in Strive Lesson design products **Staff Responsible for Monitoring:** ILT Teacher leaders Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 10 - School Processes & Programs 1, 2, 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The team will be introduced to the tools to create a highly effective, multitiered system of support (MTSS) to ensure all students learn at high levels with professional development opportunities through RTI team. **Strategy's Expected Result/Impact:** Build effective teams to know when and how to respond to students Prioritize essential learning outcomes for optimal focus on what students should learn Target assessments to help identify what they have learned or not Systematically respond when students need intervention and enrichment RTI data logs **Staff Responsible for Monitoring:** At-risk counselor RTI team Admin **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 10 - School Processes & Programs 1, 2, 3, 4 - Perceptions 2	40%	75%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers and Instructional aides will participate in on-site training to strengthen RTI implementation process. **Strategy's Expected Result/Impact:** Systematically respond when students need intervention and enrichment SSPs maintained Student success **Staff Responsible for Monitoring:** At-risk Counselor, CIS, and Admin **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 3, 4	35%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.

Student Learning

Problem Statement 10: All students have experienced gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.

School Processes & Programs

Problem Statement 1: Data is not guiding the teaching and learning processes.

Problem Statement 2: The students are not performing at a high cognitive level on assessments.

Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

Problem Statement 4: There is a need to grow teacher capacity in the implementation of Response to Intervention so that student needs are identified early and the program is carried out with fidelity.

Perceptions

Problem Statement 2: Students struggle with academic, emotional, and peer-conflict.

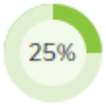
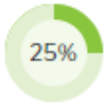
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 2: Assist and support teachers so that there is less than 10% failure rate in all content areas per Nine-Weeks and a 70% mastery of redline TEKS on exams.

Evaluation Data Sources: Failure Reports
Exam Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Bi-weekly walkthroughs and monthly meetings with new teachers to provide instructional support and address curriculum needs. **Strategy's Expected Result/Impact:** Rapport with leadership Teacher-centered agenda meetings A copy of the walk-throughs submitted to appraiser addressing concerns/praises Notes from follow-up meeting with admin and new teachers Lesson designs to promote student achievement **Staff Responsible for Monitoring:** CIS **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Complete goal setting sheets and set up student goal tracking folders for each core class. **Strategy's Expected Result/Impact:** Review of Student Folders Quarterly affirmation of goals				

Goal setting pages completed and reviewed at least 4 times this year Increase student achievement **Staff Responsible for Monitoring:** Counselors, Teacher Leaders, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 10 - School Processes & Programs 2 - Perceptions 2 **Funding Sources:** Goal Setting Folders - 166 - State Comp Ed - $1,035				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
Problem Statement 10: All students have experienced gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.
School Processes & Programs
Problem Statement 1: Data is not guiding the teaching and learning processes.
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.
Perceptions
Problem Statement 2: Students struggle with academic, emotional, and peer-conflict.

Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: Increase overall parent participation in school related events, Title I parent meetings, and academic information and support sessions by a minimum of 20% during the 21-22 school year.

Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create opportunities on campus for stakeholders to come together to distribute information, share concerns, and gain new knowledge to support student success. The parent and family engagement and home-compact will be reviewed at each meeting. **Strategy's Expected Result/Impact:** Increased parent involvement Increased parent awareness of campus opportunities to be involved **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize Connect Ed communication system, social media, and LORMS website to inform parents and community members of campus wide events. **Strategy's Expected Result/Impact:** Increase parent involvement at school programs. Parent notification process will be more fluid. **Staff Responsible for Monitoring:** Webmaster and Assistant Principal **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct a parent night for EL students and parents exploring improving home-school communication in which the EL teacher will provide booklets to promote academic achievement and unity of EL students, parents, and staff. **Strategy's Expected Result/Impact:** Agenda Parent sign in sheets After Action Review Survey **Staff Responsible for Monitoring:** EL Teachers, ESL Admin, CIS, and Principal **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Supplies for EL Parent Night - 263 - ESEA, Title III Part A - $885				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Once a semester host an AVID Family Night and increase parent involvement during site team memberships. **Strategy's Expected Result/Impact:** Increased parent involvement. **Staff Responsible for Monitoring:** Administration **Title I:** 4.2 **Problem Statements:** Perceptions 1, 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide Parent-Teacher Engagement meetings to develop parent and school communication with a focus in improving student learning. **Strategy's Expected Result/Impact:** Program agenda, minutes from the meeting, AAR, sign-in sheets, and increase parent participation. **Staff Responsible for Monitoring:** Parent Liaison, Administrative Support Staff, and Principal **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 1, 2 **Funding Sources:** Refreshments for Parent Engagement Activities - 211/PAR - ESEA, Title I Parent Involvement - $968, Parent Literature - 211/PAR - ESEA, Title I Parent Involvement - $1,272, Seven Highly Effective Habits of Teens Book and Workbook - 211/PAR - ESEA, Title I Parent Involvement - $2,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Staff member added to engage and promote family involvement of campus activities, provide a liaison between the school and parents, and constant communication to all. **Strategy's Expected Result/Impact:** Increase positive communication with stakeholders Increased in parent involvement **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 10 - Perceptions 1 **Funding Sources:** Parent Liaison - 211 - ESEA, Title I Part A - $27,614				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our overall enrollment and teacher staffing have increased, to include an increase in the percentage of students identified as At Risk. There is a need to address the academic, behavioral, and social-emotional concerns of this growing student population.
Student Learning
Problem Statement 10: All students have experienced gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.
School Processes & Programs
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Perceptions
Problem Statement 1: There is limited student, parent and community involvement for campus events and non-extracurricular programs.
Problem Statement 2: Students struggle with academic, emotional, and peer-conflict.

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: Foster a safe, inviting and supportive atmosphere that cultivates a positive learning environment for our learning community members to support the social and emotional well-being of learners.

Evaluation Data Sources: Survey results
Discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide Internet safety, Intruder safety awareness, cell phone, smoking and drinking safety assemblies during Safety Week. Complete crisis monthly intervention drill and prepare safety awareness monthly events. **Strategy's Expected Result/Impact:** Safety Drill Report reviewed Student and faculty feedback from drills District feedback The overall attitude of staff, parents, and students concerning campus safety **Staff Responsible for Monitoring:** APs **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	40%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct student, staff and parent surveys that will assist us in improving student climate. Target: 80% of surveys will be completed and returned. Review K-12 Poll profiles. **Strategy's Expected Result/Impact:** Increased awareness of stakeholder concerns **Staff Responsible for Monitoring:** Parent liaison Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1, 2	50%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Celebrate student success and achievement during Honor Roll Celebrations, NJHS, Academic Awards Ceremonies, Zero Referral Celebrations, May Day, and Student of the Month Recognition. **Strategy's Expected Result/Impact:** List of recognized students for celebrations Increased performance each grading period, at the end of semesters, and year Counseling- mentor program develops Program from each celebration Change school climate Increased student safety **Staff Responsible for Monitoring:** Grade Level Teachers, APs, and Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** Low Cost Recognition Materials for Student Achievement - 211 - ESEA, Title I Part A - $2,000	40%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Experimental Learning Activities for at-risks students. The experience will expose the selected girls and boys to learning opportunities designed to model effective leadership, challenge their mental and physical perception, promote conflict resolution, and push them above their perceived limits by fostering perseverance and self-confidence from a team building approach. **Strategy's Expected Result/Impact:** More at-risk/low SES students recognized for Academic and Leadership Awards, Increase in student ownership of their learning, and overall increase in at-risk and low SES students achievement on Standardized Tests **Staff Responsible for Monitoring:** Club Sponsors, At-Risk counselor, and Principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 10 - School Processes & Programs 2, 3 - Perceptions 2 **Funding Sources:** Field-based Instruction - buses - 166 - State Comp Ed - $4,000, Field-based Instruction - entrance fees - 166 - State Comp Ed - $2,000	40%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our overall enrollment and teacher staffing have increased, to include an increase in the percentage of students identified as At Risk. There is a need to address the academic, behavioral, and social-emotional concerns of this growing student population.

Student Learning

Problem Statement 10: All students have experienced gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.

School Processes & Programs

Problem Statement 2: The students are not performing at a high cognitive level on assessments.

Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

Perceptions

Problem Statement 1: There is limited student, parent and community involvement for campus events and non-extracurricular programs.

Problem Statement 2: Students struggle with academic, emotional, and peer-conflict.

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 1: By June 2023, Live Oak Ridge MS will effectively manage resources, and operations, to include technology and related software, 100% of the time so that learning time is maximized.

Evaluation Data Sources: Financial audits
Master schedule
Student attendance and tardies

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will differentiate instruction using online programs, applications, and differentiated flipcharts to engage and meet the needs of students. **Strategy's Expected Result/Impact:** Monthly reports to verify usage, implementation documented in lesson plans, and an increase in student performance for: Vizzle Successmaker iLit Imagine Math Edgenuity Active Classroom Schoology ExploreLearning Science Gizmos **Staff Responsible for Monitoring:** Teacher Leaders, CT, CIS, Classroom Teachers, and Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4, 6, 7, 8, 9, 10 - School Processes & Programs 2, 3 - Perceptions 2 **Funding Sources:** Online simulations such as Gizmos or similar resource - 211 - ESEA, Title I Part A - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Math and RL-A teachers will utilize MAP data to facilitate student-centered instruction to fill the achievement gaps in learning. The supplemental data will also be used to inform the targeted interventions being provided to at-risk students. **Strategy's Expected Result/Impact:** Tri-annual assessment data will be used to guide instructional needs to increase student performance. **Staff Responsible for Monitoring:** TL and DIS for Math and ELA, CIS, Tech, and Admin **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3, 4	15%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic. **Strategy's Expected Result/Impact:** Increased student achievement. Reduction in learning gaps. **Staff Responsible for Monitoring:** Admin; CIS **Title I:** 2.5 **Problem Statements:** Student Learning 11 **Funding Sources:** Supplemental Pay for Teachers to Tutor Outside the School Day - 211 - ESEA, Title I Part A - $50,000, Supplemental Pay for Aides to Tutor Outside the School Day - 211 - ESEA, Title I Part A - $20,000, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - $2,168, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - $5,000	40%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.

Student Learning
Problem Statement 1: 40% of the students met the standard on Reading STAAR assessment.
Problem Statement 2: 22% of the students met the grade level standard on Math STAAR assessment.
Problem Statement 3: Spring 2022 MAP RIT data revealed 7th graders are reading at a lower level than 6th graders.

Student Learning

Problem Statement 4: Spring 2022 MAP RIT data revealed 6th grade level met minimal projected growth for reading.

Problem Statement 6: Science STAAR experienced a 14 percentile decline in scores from the previous assessment.

Problem Statement 7: The History STAAR performance has been consistently below 50% for the past three assessments.

Problem Statement 8: EB students had less than a 50% pass-rate for Math and History STAAR assessments and 34% did not meet grade-level standards in Reading.

Problem Statement 9: Most major sub-groups failed to make targeted growth index on 2022 Math, Science, and History STAAR.

Problem Statement 10: All students have experienced gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.

Problem Statement 11: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

School Processes & Programs

Problem Statement 2: The students are not performing at a high cognitive level on assessments.

Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

Perceptions

Problem Statement 2: Students struggle with academic, emotional, and peer-conflict.