Killeen Independent School District

Palo Alto Middle School

2023-2024 Formative Review with Notes

Mission Statement

PA Mission Statement:

Preparing all students to reach their maximum potential and engaging them through school pride and higher expectations to ensure student success.

Vision

PA Vision:

Teaching leaders of tomorrow who are prepared, responsible, and engaged in a way that is characterized by effective communication, school pride, taking care of self and others, while holding each other to high expectations.

Value Statement

PA Value Statements

Positive and Supportive Relationships

Open and Clear Communication

Solution Driven

Acknowledging Diversity

Teamwork

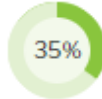## PA Motto:

And Still We Rise!

Table of Contents

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: Students will show an increase in understanding of college readiness skills associated with reading, listening, and speaking as shown through an increase in percentage of Reading STAAR by 10% in Met Standards in each grade level.

    Evaluation Data Sources: Reading STAAR data.

Strategy 1 Details	Reviews	
Strategy 1: Additional Targeted Support will be provided to identified At-Risk Students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading through accelerated instruction, in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 40%. Interventions will be provided to struggling readers through a variety of tier 2 and tier 3 interventions, including iLit in Accelerated Reading, tutorials, and special sessions using technology within the school day and/or after school and on weekends. Healthy snacks will be provided in after school tutorials.	**Nov** 35%	**November Evidence of Progress**
	Jan 50%	**January Evidence of Progress**
Strategy's Expected Result/Impact: Increased reading levels for targeted students as measured by Measures of Academic Progress (MAP), progress in iLit GRADE Assessment		
Staff Responsible for Monitoring: Curriculum Specialist, ELAR Lead Teacher, ELAR department, accelerated reading teachers, reading interventionist, dyslexia teachers	**Mar**	**March Evidence of Progress**
Title I: 2.4, 2.6	**June**	**June Evidence of Progress**
- **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 - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1		

Strategy 2 Details	Reviews

Strategy 2: Additional Targeted Support will be intentionally planned and provided to all students in reading through AVID instructional strategies in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 40%. Teachers will use AVID methodologies and strategies throughout their lessons.
 	
    Strategy's Expected Result/Impact: WICOR evidence in lesson plans, coaching walks, and observations, increased grades, assessment results, MAP scores, and STAAR results
    Staff Responsible for Monitoring: Administrators, AVID Coordinator, AVID Site Team, Instructional Coaches, All Teachers
 	
    TEA Priorities:
Improve low-performing schools
 - **Additional Targeted Support Strategy**
    Problem Statements: Student Learning 1
	Nov **November Evidence of Progress**
	
	35%
	
	Jan **January Evidence of Progress**
	
	40%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 3 Details	Reviews

Strategy 3: Additional Targeted Support will be provided to identified At-Risk Students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading through accelerated reading classes, in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 40%.
 	
All 6th grade, and identified At-Risk Students 7th and 8th grade accelerated instruction (accelerated reading classrooms) will have access to iLit (Texas digital course ware mobile app for iPads). Students will access iLit on iPads with keyboards for written responses. Successmaker will be used twice a week in resource classrooms.
    Strategy's Expected Result/Impact: Increased reading levels for targeted students as measured by Measures of Academic Progress (MAP)
    Staff Responsible for Monitoring: CISs, ELAR Lead Teacher, ELAR department, instructional coaches, accelerated reading teachers, reading interventionist, resource reading teacher
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
    Problem Statements: Demographics 2 - Student Learning 1, 5, 9
	Nov **November Evidence of Progress**
	
	35%
	
	Jan **January Evidence of Progress**
	
	60%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 4 Details	Reviews
Strategy 4: G/T students will attend field trips to places, such as colleges, museums, and/or historical sites, which will enhance their learning experience from the classroom. They will also have access to a variety of resources to enrich their academic environment. **Strategy's Expected Result/Impact:** Student's will make real-world connections and applications of the content learned in their classes. **Staff Responsible for Monitoring:** CIS, GT Coordinator, GT Teachers **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3	**Nov** **November Evidence of Progress** N/A **Jan** **January Evidence of Progress** N/A **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: ELA & READING: Scores on STAAR Reading Exams will increase to 50% passing for 6th and 8th grade, and 45% for 7th grade. Mastery will increase to 10% across all grade levels.

Evaluation Data Sources: STAAR data, Measure of Academic Progress (MAP) data, Common Unit Assessments data

Strategy 1 Details	Reviews	
Strategy 1: All EB students and non EB will increase critical reading skills through the use of teacher created and directed reading prompts, marking the text, dialectical journals, graphic organizers, and vocabulary enrichment. Teachers will collaborate with each other to ensure that vocabulary and literacy skills taught in small group are intentionally planned to support language acquisition.	**Nov** 20%	**November Evidence of Progress**
Strategy's Expected Result/Impact: CUA data, Measures of Academic Progress (MAP) scores, TELPAS, student work, observation data, STAAR scores	**Jan** 25%	**January Evidence of Progress**
Staff Responsible for Monitoring: Principal, CISs, Instructional Coaches, ELAR Lead Teacher, ELAR teachers		
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:**	**Mar**	**March Evidence of Progress**
Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 2, 3	**June**	**June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Additional Targeted Support will be provided to students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading through scaffolding strategies in lessons, including WICOR, yielding rigor and college readiness skills, in order to increase all students' academic achievement status to meet grade level standard in reading by 10% for all students. **Strategy's Expected Result/Impact:** Lesson plans, walk throughs, student work, assessment data, Measures of Academic Progress (MAP), STAAR scores, submission of student work and lesson plans to AVID Coordinator **Staff Responsible for Monitoring:** Principal, CISs, Instructional Coaches, AVID Coordinator, AVID site team, ELAR Lead Teacher, ELAR teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - School Processes & Programs 2, 3	**Nov** — **November Evidence of Progress** 25% **Jan** — **January Evidence of Progress** 45% **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: All students will keep track of BOY, MOY, and EOY MAP scores as well as other benchmarks in the classroom (unit exams, writing samples, nine weeks averages, etc). For MAP scores, all students will achieve a minimum of grade level and a full year's growth at the end of the 2023-2024 school year. A Student Monitor Tracking Sheet will be used by all students. **Strategy's Expected Result/Impact:** Student data tracking sheets in folders **Staff Responsible for Monitoring:** ELA/Reading teachers, CISs, Instructional Coaches, ELAR Lead Teacher, Reading Interventionist, and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1	**Nov** — **November Evidence of Progress** 20% **Jan** — **January Evidence of Progress** 35% **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 4 Details	Reviews
Strategy 4: Additional Targeted Support will be provided to students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading; through the use of the critical reading strategies and higher level questioning, students will improve the skill of inference, in order to increase all students' academic achievement status to meet grade level standard in reading by 10% for all students. **Strategy's Expected Result/Impact:** CUA's, Measures of Academic Progress (MAPs) scores, Mock STAAR, and STAAR scores **Staff Responsible for Monitoring:** ELA/Reading teachers, ELA Lead Teacher, CISs, Instructional Coaches, Principal **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1	**Nov** **November Evidence of Progress** 45% **Jan** **January Evidence of Progress** 50% **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 5 Details	Reviews
Strategy 5: Staff will implement a RtI for any non-Special Education student scoring below basic based on the BOY/MOY MAP. The department, as a whole, will create an intervention plan for students with below grade level MAPs and for students who did not pass previous year STAAR tests. Grade level teachers make the commitment to provide targeted interventions for At-Risk students. **Strategy's Expected Result/Impact:** Measures of Academic Progress Scores Student Success Plan (RtI) documentation Intervention and tutoring attendance **Staff Responsible for Monitoring:** ELA/Reading Teachers, Curriculum Specialist, ELA Lead Teacher, Reading Interventionist, and Principal. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 5	**Nov** **November Evidence of Progress** 30% **Jan** **January Evidence of Progress** 35% **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**
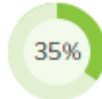
Strategy 6 Details	Reviews
Strategy 6: Additional Targeted Support will be provided to identified students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading through cross-curricular informational texts, incorporating common critical reading and writing strategies and analytic skills planned across grade levels in order to increase all students' academic achievement status to meet grade level standard in reading by 10% for all students. **Strategy's Expected Result/Impact:** Formative/summative assessments, lesson plans, Measures of Academic Progress (MAPs) scores, STAAR scores **Staff Responsible for Monitoring:** ELA/reading teachers, ELA Lead Teacher, Curriculum Specialist, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 2, 3	**Nov** **November Evidence of Progress** 30% **Jan** **January Evidence of Progress** 50% **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 7 Details	Reviews
Strategy 7: Additional Targeted Support will be provided to students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading through STAAR tutorials in order to increase all students' academic achievement status to meet grade level standard in reading by 10% for all students. Healthy snacks will be provided in tutorials. **Strategy's Expected Result/Impact:** Formative/summative assessments, STAAR scores **Staff Responsible for Monitoring:** ELA/reading teachers, ELA Lead Teacher, Curriculum Specialist, Reading Interventionist, and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 2	**Nov** **November Evidence of Progress** N/A **Jan** **January Evidence of Progress** 10% **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 8 Details	Reviews
Strategy 8: Identified students will increase their reading performance using the writing process in after-school tutorials and STAAR bootcamps. **Strategy's Expected Result/Impact:** Assessments, observations, student writing samples, CUA, STAAR scores **Staff Responsible for Monitoring:** Curriculum Specialist, ELA Lead Teacher, ELA teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 2	**Nov** — **November Evidence of Progress** 10% **Jan** — **January Evidence of Progress** 15% **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 3: WRITING- Improve writing skills in all content areas.

   Evaluation Data Sources: MAPs SCORES....Constructive Responses
Writable

Strategy 1 Details	Reviews

Strategy 1: All students will increase writing convention skills through the use of editing practice, peer revision/editing, self-revision/editing, and evaluation through the use of rubrics in reader/writer workshop and blended learning.
   Strategy's Expected Result/Impact: CUAs, observations, student writing samples, UIL Ready Writing, Writeable scores
   Staff Responsible for Monitoring: Curriculum Specialist, ELA Lead Teacher, ELA teachers
 	
   Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
   Problem Statements: Demographics 1 - School Processes & Programs 4
	Nov **November Evidence of Progress**
	35%
	
	Jan **January Evidence of Progress**
	40%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 2 Details	**Reviews**

Strategy 2: ELAR teachers will utilize WICOR strategies, such as quick writes, various note taking strategies, and learning logs to support the writing process in reader/writer workshop.
   Strategy's Expected Result/Impact: Increased Writing Scores, classroom assessments, composition notebooks
   Staff Responsible for Monitoring: Campus Instructional Specialist, ELAR Lead teacher, ELAR Teachers
 	
   Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
   Problem Statements: Student Learning 1 - School Processes & Programs 2, 3, 4
	Nov **November Evidence of Progress**
	20%
	
	Jan **January Evidence of Progress**
	30%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Students will write on a daily basis in the ELA/Reading classroom for various purposes to increase writing fluency and comprehension. **Strategy's Expected Result/Impact:** Classroom assessments, writing composition notebooks, iLit writing samples **Staff Responsible for Monitoring:** ELA/Reading Teachers, ELA Lead Teacher, Campus Instructional Specialist, Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 3	**Nov** **November Evidence of Progress** 70% **Jan** **January Evidence of Progress** 80% **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 4 Details	Reviews
Strategy 4: Teachers will intentionally plan, model, and have students practice deconstructing the writing prompt in order to develop an understanding of what is required in the student composition. **Strategy's Expected Result/Impact:** Common assessments **Staff Responsible for Monitoring:** ELA Teacher, ELA Lead Teachers, Campus Instructional Specialist, and Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 3	**Nov** **November Evidence of Progress** 55% **Jan** **January Evidence of Progress** 65% **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 4: MATH- All students will demonstrate measurable improvement from previous year's STAAR results to include a 10% increase in students achieving Meets Grade Level Standard on STAAR Math at each grade level.

Evaluation Data Sources: Math STAAR data

Strategy 1 Details	Reviews

Strategy 1: All at-risk students will be encouraged to attend and participate in after school campus interventions to address student weakness and gaps in learning. Healthy snacks will be provided in tutorials.
    Strategy's Expected Result/Impact: Increased attendance at interventions; increased campus CUA. MAP, and STAAR scores
    Staff Responsible for Monitoring: Campus Administration, Math Lead Teacher, Math department
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **Additional Targeted Support Strategy**
    Problem Statements: Demographics 2 - School Processes & Programs 1
	Nov **November Evidence of Progress**
	
	35%
	
	Jan **January Evidence of Progress**
	
	50%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 2 Details	**Reviews**

Strategy 2: Additional targeted support will be provided to all students with a focus on African American, Hispanic, White, Two or More Races, and economically disadvantaged in Math through the analysis of common assessments data in order to increase academic achievement status meeting grade level standards in math from 14% to 40% for all students.
 	
Teachers will use conference and PLC times to analyze common assessments. This analysis will identify students in need of further intervention purposes, and identify areas of concern for spiraling, and support vertical alignment.
    Strategy's Expected Result/Impact: Increased campus CUA. MAP, and STAAR scores
Improved performance on daily warm-up spiral reviews
    Staff Responsible for Monitoring: Campus Administration, Math Lead Teacher, Math department
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **Additional Targeted Support Strategy**
    Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1
	Nov **November Evidence of Progress**
	
	25%
	
	Jan **January Evidence of Progress**
	
	40%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 3 Details	Reviews

Strategy 3: Additional targeted support will be provided to all students with a focus on African American, Hispanic, White, Two or More races and economically disadvantaged in Math through the use of AVID strategies in order to increase academic achievement status meeting grade level standards in math from 14% to 40% for all students.
 	
Utilize AVID strategies, such as Quick Write, Note Taking Skills, and Collaboration Opportunities, to help with organization and improve student understanding. Also provide additional support for ACC math students for formative and summative assessing to ensure they are working towards getting to the approaches and meets level standards.
 	
  Strategy's Expected Result/Impact: Increased mathematical discourse in the classroom; increased campus CUA. MAP, and STAAR scores
  Staff Responsible for Monitoring: Campus Administration, Math Lead Teacher, Math department
 	
  TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
   - ESF Levers:
Lever 5: Effective Instruction
   - Additional Targeted Support Strategy
  Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2, 3
	Nov **November Evidence of Progress**
	
	35%
	
	Jan **January Evidence of Progress**
	
	50%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 4 Details	Reviews

Strategy 4: Additional Targeted Support will be provided to All students with a focus on African American, Hispanic, White, Two or More Races and economically disadvantaged in Math will utilize identified research-based math subscriptions and products monthly in order to increase academic achievement status meeting grade level standard in math at least 10% for all students.
  Strategy's Expected Result/Impact: Increased campus CUA. MAP, and STAAR scores
  Staff Responsible for Monitoring: Campus Administration, Math Lead Teacher, Math Department
 	
  Title I:
2.4, 2.5, 2.6
   - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
   - Additional Targeted Support Strategy
  Problem Statements: Demographics 2 - Student Learning 2, 5, 6, 8, 9
	Nov **November Evidence of Progress**
	N/A
	
	Jan **January Evidence of Progress**
	
	25%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 5 Details	Reviews

Strategy 5: Additional Target Support will be provided to All students with a focus on African American, Hispanic, White, Two or More Races and economically disadvantaged in Math through professional development opportunities for math teachers in order to increase academic achievement status meeting grade level standards in math at least 10% for all students.
 	
Math teachers will have the opportunity to attend professional development through the TAMU CT and AVID conferences to address the needs of all learner through differentiation and framework of gradual-release of responsibility strategies.
    Strategy's Expected Result/Impact: Increased STAAR Scores, classroom assessments,
    Staff Responsible for Monitoring: Campus Administration,
CISs, Instructional Coaches, Math Lead Teacher, Math Department
 	
    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
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
    Problem Statements: Demographics 2 - Student Learning 2, 9
	Nov — **November Evidence of Progress**
	N/A
	
	Jan — **January Evidence of Progress**
	
	25%
	
	Mar — **March Evidence of Progress**
	
	June — **June Evidence of Progress**

Strategy 6 Details	Reviews

Strategy 6: Math department will host a Math Night once per semester to help improve identified weakness.
    Strategy's Expected Result/Impact: Increased campus CUA. MAP, and STAAR scores
    Staff Responsible for Monitoring: Campus Administration, Math Lead Teacher, Math Department
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **Additional Targeted Support Strategy**
    Problem Statements: Student Learning 2, 5, 6, 8, 9 - Perceptions 3
	Nov — **November Evidence of Progress**
	N/A
	
	Jan — **January Evidence of Progress**
	N/A
	
	Mar — **March Evidence of Progress**
	
	June — **June Evidence of Progress**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 5: SCIENCE- Scores on STAAR Science Exam will increase Approaches Standard to 70% and improve Meets and Masters Standard by 15%.

    Evaluation Data Sources: Unit Exam Scores, STAAR Science Scores

Strategy 1 Details	Reviews

Strategy 1: Science teachers will collaborate to align vertically so they can plan and develop differentiated lessons. These lessons will include areas of concern needing to be retaught or spiraled back into instruction ensuring student success.
 	
    Strategy's Expected Result/Impact: Lesson plans will reflect vertical alignment, Increased scores on common assessments and STAAR exams, Increased MAP Science data
    Staff Responsible for Monitoring: Campus Instructional Specialist, Science Lead Teacher, Science teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Demographics 2 - Student Learning 4, 9 - School Processes & Programs 1
	Nov **November Evidence of Progress**
	70%
	
	Jan **January Evidence of Progress**
	80%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 2 Details	**Reviews**

Strategy 2: Students will utilize AVID strategies to enhance student understanding of science concepts through writing, vocabulary, and real-world events.
 	
    Strategy's Expected Result/Impact: Lesson plans, formative/summative assessments, Measures of Academic Progress (MAPs) scores
    Staff Responsible for Monitoring: Campus Instructional Specialist, Science Lead Teachers, Science teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 4 - School Processes & Programs 3
	Nov **November Evidence of Progress**
	75%
	
	Jan **January Evidence of Progress**
	75%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 3 Details	Reviews

Strategy 3: All students will be provided with online learning through the use of STEM scopes at a minimum of once per week.

    Strategy's Expected Result/Impact: Formative/summative assessments, Measures of Academic Progress (MAPs scores), STAAR scores

    Staff Responsible for Monitoring: Campus Instructional Specialist, Science Lead Teacher, Science teachers

    Title I:
2.4, 2.5, 2.6
    - **TEA Priorities:**
Improve low-performing schools

    Problem Statements: Student Learning 4 - School Processes & Programs 2

Reviews
Nov — **November Evidence of Progress** — 50%
Jan — **January Evidence of Progress** — 55%
Mar — **March Evidence of Progress**
June — **June Evidence of Progress**

Strategy 4 Details	Reviews

Strategy 4: Science teachers will have the opportunity to attend professional development through the state science conference (CAST) to address the needs of at-risk learners through differentiation and framework of gradual release of responsibility strategies.

    Strategy's Expected Result/Impact: Increased STAAR, MAP scores, common unit assessments

    Staff Responsible for Monitoring: Campus administration, Campus Instructional Specialist, Science Lead Teacher, Science Teachers

    Title I:
2.4, 2.5, 2.6
    - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
    - **ESF Levers:**
Lever 5: Effective Instruction

    Problem Statements: Demographics 1, 2 - Student Learning 4, 8, 9

Reviews
Nov — **November Evidence of Progress** — 100%
Jan — **January Evidence of Progress** — 100%
Mar — **March Evidence of Progress** — 100%
June — **June Evidence of Progress**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 6: SOCIAL STUDIES - Teachers improve instructional delivery resulting in future ready students and an increase in percentage of Social Studies STAAR Approaches to 40%, Meets to 17%, and Masters to 8%.

Evaluation Data Sources: 8th grade STAAR US History data.
CUA performance in all grade levels.

Strategy 1 Details	Reviews	
Strategy 1: Promote rigor and engagement by intentionally planning and incorporating AVID strategies, including writing, inquiry, collaboration, organization, reading, and hands-on learning through instructional strategies.	**Nov**	**November Evidence of Progress**
Strategy's Expected Result/Impact: AVID strategies evident on lesson plans. Walk-throughs and coaching walks show fluid integration of AVID instructional strategies. Artifacts and lesson plan evidence sent to AVID coordinator.	40%	
	Jan	**January Evidence of Progress**
Staff Responsible for Monitoring: Campus Administration, Campus Instructional Specialist, Social Studies Lead Teacher, Social Studies Teachers, AVID Campus Coordinator	40%	
TEA Priorities:	**Mar**	**March Evidence of Progress**
Build a foundation of reading and math, Improve low-performing schools		
- Additional Targeted Support Strategy	**June**	**June Evidence of Progress**
Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 2, 3, 4		

Strategy 2 Details	Reviews

Strategy 2: Social Studies Teachers and Campus Instructional Specialist will use common department PLC time to analyze common grade level assessments and develop interventions to close knowledge gaps and move students forward in learning.
 	
    Strategy's Expected Result/Impact: PLC discussions, lesson plans, CUA data, CUA data analysis tool, STAAR scores
    Staff Responsible for Monitoring: Campus Principal, Campus Instructional Specialist, Social Studies Lead Teacher, Social Studies Teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
Problem Statements: Student Learning 3, 8 - School Processes & Programs 1, 4
	Nov **November Evidence of Progress**
	
	50%
	
	Jan **January Evidence of Progress**
	
	55%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 3 Details	Reviews

Strategy 3: Interventions and extensions will be held during school hours and after school for all students to advance all students' achievement. Healthy snacks will be provided in tutorials outside of the school day.
 	
    Strategy's Expected Result/Impact: Increased achievement on STAAR exam, increased achievement on CUAs
    Staff Responsible for Monitoring: Social Studies Teacher Leader, Principal, CISs, Social Studies Teachers
 	
    TEA Priorities:
Improve low-performing schools
 - **Additional Targeted Support Strategy**
Problem Statements: Student Learning 3
	Nov **November Evidence of Progress**
	
	50%
	
	Jan **January Evidence of Progress**
	
	50%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 7: AT-RISK - Teachers will improve the performance of at-risk students in all core content areas through targeted interventions. increasing STAAR data at "Approaches" by 10%.

Evaluation Data Sources: 2023 STAAR scores, CUA scores, 4th 9-weeks grades

Strategy 1 Details	Reviews	
Strategy 1: An After School Learning Center will be provided. This program is designed to serve and assist identified At Risk students with their academics. The goal of the program is to provide one-on-one instruction in order to increase the achievement of students at risk of performing unsuccessfully on the STAAR or failing a course. Healthy snacks will be provided in tutorials.	**Nov**	**November Evidence of Progress**
	35%	
Strategy's Expected Result/Impact: Increased STAAR performance, CUA performance, and grades for attending students.	**Jan**	**January Evidence of Progress**
Staff Responsible for Monitoring: Principal, CIS, Lead Teachers, & Core Department Teachers		
	50%	
Title I:		
2.4, 2.5, 2.6	**Mar**	**March Evidence of Progress**
- **TEA Priorities:**		
Build a foundation of reading and math, Improve low-performing schools	**June**	**June Evidence of Progress**
- **ESF Levers:**		
Lever 5: Effective Instruction		
Problem Statements: Demographics 2 - Student Learning 5		

Strategy 2 Details	Reviews	
Strategy 2: Intervention Aides will provide supplemental instruction and support to At Risk and struggling students in the core content areas under the supervision of a certified teacher.	**Nov**	**November Evidence of Progress**
	35%	
Strategy's Expected Result/Impact: Improved student achievement.		
Staff Responsible for Monitoring: Principal; CIS;		
	Jan	**January Evidence of Progress**
Title I:		
2.4, 2.5, 2.6	55%	
- **TEA Priorities:**		
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		
- **ESF Levers:**	**Mar**	**March Evidence of Progress**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**June**	**June Evidence of Progress**
Problem Statements: Student Learning 5		

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

Performance Objective 8: ELECTIVES- Teachers will improve the cognitive level of instruction through the implementation of AVID strategies as well as the delivery of collaborative, well planned lessons and content alignment resulting in 10% more eligible students.

Evaluation Data Sources: Increased Eligibility, UIL Standing, Final Average

Strategy 1 Details	Reviews	
Strategy 1: Teachers will intentionally plan and implement AVID strategies in instruction.	**Nov**	**November Evidence of Progress**
Strategy's Expected Result/Impact: Observations, walkthroughs, lesson plans	35%	
Staff Responsible for Monitoring: Campus Instructional Specialist, Administrators, AVID Coordinator, Elective teachers		
	Jan	**January Evidence of Progress**
Title I:	50%	
2.4, 2.5, 2.6		
- TEA Priorities:		
Build a foundation of reading and math, Connect high school to career and college		
- ESF Levers:	**Mar**	**March Evidence of Progress**
Lever 3: Positive School Culture, Lever 5: Effective Instruction		
Problem Statements: Demographics 2 - School Processes & Programs 2, 3	**June**	**June Evidence of Progress**

Strategy 2 Details	Reviews	
Strategy 2: Elective and fine arts teachers will increase cross-curricular connections within instructional delivery by collaborating with core content teachers during designated planning time and intentionally planning for these connections.	**Nov**	**November Evidence of Progress**
	35%	
Strategy's Expected Result/Impact: Lesson Plans and PLC conversations Walkthroughs and Coaching Walks		
Staff Responsible for Monitoring: Administrators, Elective Staff	**Jan**	**January Evidence of Progress**
	45%	
Title I:		
2.4, 2.5, 2.6		
- TEA Priorities:	**Mar**	**March Evidence of Progress**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools		
Problem Statements: School Processes & Programs 2, 3	**June**	**June Evidence of Progress**

Strategy 3 Details	Reviews

Strategy 3: Electives will incorporate core content and writing in their content area.

Strategy's Expected Result/Impact: Students performance, walkthroughs, coaching walks, evaluations, PLC conversations

Staff Responsible for Monitoring: Elective Staff, Administrators

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 1 - School Processes & Programs 2, 3

Nov	**November Evidence of Progress**
50%	
Jan	**January Evidence of Progress**
65%	
Mar	**March Evidence of Progress**
June	**June Evidence of Progress**

Strategy 4 Details	Reviews

Strategy 4: Mandatory tutoring for female & male athletes with grades below 75 class average on assigned days.

Strategy's Expected Result/Impact: AYPYN attendance increased, UIL eligibility increases

Staff Responsible for Monitoring: Coaches
Content Area Teachers

Nov	**November Evidence of Progress**
35%	
Jan	**January Evidence of Progress**
50%	
Mar	**March Evidence of Progress**
June	**June Evidence of Progress**

Strategy 5 Details	Reviews

Strategy 5: Fine Arts Classes (Band, Choir, Art, Theater) will put plays, musicals, dance, styles, artists, composers, playwrights, genres, styles and masterworks in each discipline into relevant historical, cultural and political contexts as well as making connections to modern music/art/theater/dance, artists/performers, current events and society.

    Strategy's Expected Result/Impact: Students will be able to identify relations between styles, artists, composers, playwrights, etc. through instructional observation and critical analysis of new/unknown works.

    Staff Responsible for Monitoring: Fine Arts teachers

Nov 50%
November Evidence of Progress

Jan 65%
January Evidence of Progress

Mar
March Evidence of Progress

June
June Evidence of Progress

Strategy 6 Details	Reviews

Strategy 6: AVID will recruit during the school year to increase student enrollment.

    Strategy's Expected Result/Impact: Enrollment numbers for the 2022-2023 school year.

    Staff Responsible for Monitoring: AVID Coordinator, AVID elective students, AVID site team, Counselors

Nov 50%
November Evidence of Progress

Jan 65%
January Evidence of Progress

Mar
March Evidence of Progress

June
June Evidence of Progress

Strategy 7 Details	Reviews

Strategy 7: Students will be provided an opportunity to earn HS credit for their foreign language credit. Students can also earn HS Art or Theater Arts credit.
    Strategy's Expected Result/Impact: Enrollment numbers for the 2022-2023 school year.
    Staff Responsible for Monitoring: Spanish teacher, Counselors, Principal
	Nov **November Evidence of Progress**
	50%
	
	Jan **January Evidence of Progress**
	50%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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: All Palo Alto teachers will attend and implement the most up-to-date trainings and professional development workshops in all content areas. These trainings will drive instruction and lead to increases in the rigor and cognitive levels of classroom instruction.

    Evaluation Data Sources: Increase in STAAR Scores through the implementation of new knowledge obtained at staff development.

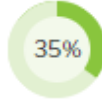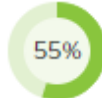| Strategy 1 Details	Reviews	

Strategy 1: TAG INSTRUCTOR TRAINING- New Talented and Gifted teachers will attend TAG training offered by the Education Service Center or online training. 30 hours of Initial Training.
   Strategy's Expected Result/Impact: Teacher attends training to obtain required credentials
   Staff Responsible for Monitoring: Campus Instructional Specialist, TAG Coordinator, Principal
 	
   Title I:
2.4, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction
   Problem Statements: Demographics 1, 3
	Nov
	15%
	
	Jan
	15%
	
	Mar
	
	June
		November Evidence of Progress
		
		January Evidence of Progress
		
		March Evidence of Progress
		
		June Evidence of Progress

Strategy 2 Details	Reviews	

Strategy 2: Lead Teacher Nights- Palo Alto teachers will have 100% attendance at Lead Teacher nights during the 2023-24 school year. These sessions highlight difficult-to-teach/hard-to-learn concepts for upcoming units throughout the school year and teacher strategies to teach these concepts. Lead Teachers will ensure that Palo Alto is represented in each subject at each Lead Teacher night.
   Strategy's Expected Result/Impact: Agendas and resources from Lead Teacher Nights
 	
LTs relay information to departments during PLCs
 	
PLC Discussions that follow Lead Teacher Nights
   Staff Responsible for Monitoring: Campus Instructional Specialist, Lead Teachers, Principal
 	
   TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
   Problem Statements: School Processes & Programs 1, 2, 3
	Nov
	35%
	
	Jan
	55%
	
	Mar
	
	June
		November Evidence of Progress
		
		January Evidence of Progress
		
		March Evidence of Progress
		
		June Evidence of Progress

Strategy 3 Details	Reviews
Strategy 3: Fine Arts Teachers will attend various state level training's and conferences related to their teaching fields. Theatre- TETA; Band/Choir-TMEA, Art- TAEA. **Strategy's Expected Result/Impact:** Teachers will be able to implement current teaching strategies within their classrooms to improve student success. **Staff Responsible for Monitoring:** Principal, Fine Arts Teachers, Campus Instructional Specialists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 2 - School Processes & Programs 2, 3	**Nov** N/A **Jan** N/A **Mar** **June**	**November Evidence of Progress** **January Evidence of Progress** **March Evidence of Progress** **June Evidence of Progress**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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: Palo Alto will provide instructional planning and delivery support for ALL teachers to ensure instructional alignment to the state curriculum.

Evaluation Data Sources: Increase in student assessment scores as a result of rigorous instruction
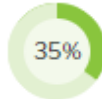
Strategy 1 Details	Reviews	
Strategy 1: Additional Curriculum Instructional Specialists will support teachers and will work with the interventionist to provide targeted support for teachers through coaching, modeling, facilitating collaborative discussions and examinations of data.	**Nov**	**November Evidence of Progress**
Strategy's Expected Result/Impact: Improved teacher performance and student achievement.	35%	
Staff Responsible for Monitoring: Principal	**Jan**	**January Evidence of Progress**
Title I:	55%	
2.4, 2.5, 2.6, 4.1, 4.2		
- **TEA Priorities:**		
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Mar**	**March Evidence of Progress**
- **ESF Levers:**	**June**	**June Evidence of Progress**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		

Strategy 2 Details	Reviews
Strategy 2: Staff will attend professional development training to include GRR, Learning Targets and Tasks, Dufour PLC Conference, Solution Tree Response to Intervention, Fundamental Five, Lead4Ward, and Get Your Teach On . Admin staff will support teachers in and monitor implementation of strategies learned in these trainings. **Strategy's Expected Result/Impact:** Teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom. **Staff Responsible for Monitoring:** Principal, CIS, Instructional Coach, Lead Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1, 2, 3	**Nov** **November Evidence of Progress** 35% **Jan** **January Evidence of Progress** 55% **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Teachers of at-risk students will participate in full day or after school planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations (at-risk African Americans, at-risk SPED, at-risk Economically Disadvantaged, and EB). Substitutes will be provided for teachers when needed. **Strategy's Expected Result/Impact:** Improvement in lesson planning; increased student engagement **Staff Responsible for Monitoring:** Principal 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 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 5 - School Processes & Programs 1	**Nov** **November Evidence of Progress** N/A **Jan** **January Evidence of Progress** N/A **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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 3: Palo Alto teachers and leadership will attend professional development throughout the school year that will allow them to address the needs of at-risk students by transforming our school culture. The intent of the PD will be to properly respond to challenges and adversity to ensure a productive and functional environment for all learners.

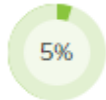Evaluation Data Sources: Walkthrough and coaching walk data, PLC conversations, evidence from teachers.

Strategy 1 Details	Reviews	
Strategy 1: Campus administrators and teaching staff will engage in PD that focuses on analyzing data, transforming our school culture, and the GRR process. Teachers will be responsible for providing evidence during PLCs of what they have implemented and/or changed in their classrooms as a result , as well as the outcome of those changes. Members of the campus leadership team will also attend PD that focuses on GT learners to include equity among GT students in a low performing school.	**Nov** 35%	**November Evidence of Progress**
Strategy's Expected Result/Impact: To provide teachers with additional strategies and support, which in turn will enhance the quality of instruction, improve student outcomes, and transform school culture. **Staff Responsible for Monitoring:** Principal, leadership team	**Jan** 35%	**January Evidence of Progress**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:**	**Mar**	**March Evidence of Progress**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Processes & Programs 1, 3	**June**	**June Evidence of Progress**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

**Performance Objective 1:** Palo Alto will increase community and parental involvement in the school by 20% and increase the school's involvement and presence in the local community.

    Evaluation Data Sources: Parent approval of campus efforts as measured through campus survey.

| Strategy 1 Details	Reviews		

Strategy 1: 5th Grade Patriot Preview- Palo Alto will host meetings in the Spring semester for 5th graders and parents who will be future students. They will be allowed to visit the campus, learn about the campus, learn about elective courses, programs, and organizations available to incoming students.
 	
Additionally Band and Choir Students and Instructors will visit Elementary campuses and perform to further educate 5th graders about Fine Arts Programs.
    Strategy's Expected Result/Impact: Increase percentages of Participation and attendance by future students, Feedback from parents and students who attend.
    Staff Responsible for Monitoring: Entire Campus Staff
 	
    Title I:
4.1, 4.2
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Perceptions 1, 2, 3
	Nov
	N/A
	
	Jan
	N/A
	
	Mar
	
	June
		November Evidence of Progress
		
		January Evidence of Progress
		
		March Evidence of Progress
		
		June Evidence of Progress	

Strategy 2 Details	Reviews		

Strategy 2: VOLUNTEERS- Solicit parents and community members to work as volunteer and tutors.
    Strategy's Expected Result/Impact: Increased Volunteer hours
    Staff Responsible for Monitoring: ADMIN, PAMS Teachers
 	
    Title I:
4.1, 4.2
    Problem Statements: Perceptions 1, 2, 3
	Nov
	5%
	
	Jan
	10%
	
	Mar
	
	June
		November Evidence of Progress
		
		January Evidence of Progress
		
		March Evidence of Progress
		
		June Evidence of Progress	

Strategy 3 Details	Reviews
Strategy 3: Engage Parents in conversations at extra curricular activities with positives about their student, to develop improved Parent/Teacher relationships. Challenge teachers to meet parents/guardians and build positive relationships at extra-curriculars by providing them with an incentive to do so **Strategy's Expected Result/Impact:** Parents know teachers other than just in the classroom setting. **Staff Responsible for Monitoring:** Administrators attending extra curricular activities **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2, 3	**Nov** **November Evidence of Progress** 35% **Jan** **January Evidence of Progress** 40% **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 4 Details	Reviews
Strategy 4: Parent Program Nights. In an effort to give parents the opportunity to learn about all programs offered on campus and to grow in their ability to supports their child's academic achievement, Parent Program Nights will be regularly hosted to include Dyslexia Night, Open House, EB Parent Information Night, Title 1 and the Parent and Family Engagement Policy and Home School Compact, the annual Title I meeting. During the spring, parents and family will be invited to review/revise the parent and family engagement policy and the home school compact. Palo Alto will hold parent event to provide timely information about the programs their child is enrolled in. Additional learning events will be held for parents of EB students to provide meaningful strategies for helping their child at home. **Strategy's Expected Result/Impact:** Open the line of communication with parents. Parents and family will have a better understanding of Title I and will have a role in reviewing/revising the PFE policy and HSC. **Staff Responsible for Monitoring:** Palo Alto Admin and Special Program Staff **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Problem Statements:** Demographics 2 - Perceptions 1, 2, 3	**Nov** **November Evidence of Progress** 35% **Jan** **January Evidence of Progress** 50% **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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: STUDENT HEALTH & SAFETY-Palo Alto will provide a safe and healthy learning environment in order to improve student achievement.

Evaluation Data Sources: Reduced hallway disruptions, reduction in referrals including Minor-Type II offenses and Serious offenses, reduction in number of visits to the nurse for minor injuries due to horseplay
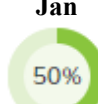
Strategy 1 Details	Reviews	
Strategy 1: All teachers will be in the hallways during passing periods to monitor students. **Strategy's Expected Result/Impact:** Decrease in Serious referrals Decrease in Minor type II referrals **Staff Responsible for Monitoring:** Administration, Teachers **Problem Statements:** Demographics 1	**Nov** 15% **Jan** 35% **Mar** **June**	**November Evidence of Progress** **January Evidence of Progress** **March Evidence of Progress** **June Evidence of Progress**

Strategy 2 Details	Reviews	
Strategy 2: All students will have access to Bell County Crime Stoppers, can report incidents to counselors or APs in the Stars and Stripes offices for bullying and violence prevention, as well as social emotional wellness. **Strategy's Expected Result/Impact:** Reduced number of reports, reduced number of serious offenses **Staff Responsible for Monitoring:** APs, Counselors, Principal, Campus Resource Officer **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	**Nov** N/A **Jan** N/A **Mar** **June**	**November Evidence of Progress** **January Evidence of Progress** **March Evidence of Progress** **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: All 6th & 7th grade students at Palo Alto are all enrolled in either PE, pre-athletics, or athletics. 8th graders have the option to also take these courses. Students participate in the annual Fitnessgram. Students also can participate in cheer, dance, step team, and sports. **Strategy's Expected Result/Impact:** Students will meet the required amount of daily movement **Staff Responsible for Monitoring:** Coaches, PE teachers, activity sponsors **Problem Statements:** Demographics 2	**Nov** **November Evidence of Progress** 100% **Jan** **January Evidence of Progress** 100% **Mar** **March Evidence of Progress** 100% **June** **June Evidence of Progress**

| Strategy 4 Details	Reviews
Strategy 4: Palo Alto will also participate in monthly safety drills to improve student and staff understanding and preparedness in the event of an actual emergency, resulting in a quicker response time to all drills. **Strategy's Expected Result/Impact:** Students and staff respond quickly and appropriately in the event of a true emergency. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Perceptions 2	**Nov** **November Evidence of Progress** 35% **Jan** **January Evidence of Progress** 55% **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: Palo Alto teachers will instruct students using the most up to date instructional strategies, including AVID Instructional Strategies and brain based strategies, resulting in an increase of STAAR performance at meets by 10%.

    Evaluation Data Sources: Student engagement and Achievement improvements

Strategy 1 Details	Reviews	

Strategy 1: AVID Site team Meetings will be held monthly involving staff, parents, and students.
 	
   Strategy's Expected Result/Impact: Increase collaboration among all stakeholders to aid in student success and their knowledge of college preparation
   Staff Responsible for Monitoring: AVID Coordinator, Campus Administration
 	
   Title I:
   4.1, 4.2
   - TEA Priorities:
   Connect high school to career and college
   - ESF Levers:
   Lever 3: Positive School Culture, Lever 5: Effective Instruction
   Problem Statements: School Processes & Programs 3
	Nov
	35%
	
	Jan
	40%
	
	Mar
	
	June
		November Evidence of Progress
		
		January Evidence of Progress
		
		March Evidence of Progress
		
		June Evidence of Progress

Strategy 2 Details	**Reviews**	

Strategy 2: AVID will host a parent night once per semester to increase parent involvement.
 	
   Strategy's Expected Result/Impact: Increase parent and student involvement in knowledge of college preparation.
   Staff Responsible for Monitoring: AVID coordinator, Campus Administration
 	
   Title I:
   4.1, 4.2
   - TEA Priorities:
   Connect high school to career and college, Improve low-performing schools
   - ESF Levers:
   Lever 3: Positive School Culture
   Problem Statements: Demographics 2 - Perceptions 1, 2, 3
	Nov
	50%
	
	Jan
	50%
	
	Mar
	
	June
		November Evidence of Progress
		
		January Evidence of Progress
		
		March Evidence of Progress
		
		June Evidence of Progress

Strategy 3 Details	Reviews

Strategy 3: AVID WICOR strategies and updates will be given to staff during beginning of school in-service training, faculty meetings, and after school specials.
 	
    Strategy's Expected Result/Impact: Increase knowledge of AVID WICOR strategies among all staff to increase student success. Increased MAPS, CUA and STAAR scores.
    Staff Responsible for Monitoring: AVID coordinator, AVID site team members, Campus Administration
 	
    Title I:
    2.6
     - **TEA Priorities:**
    Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
     - **ESF Levers:**
    Lever 5: Effective Instruction
    Problem Statements: Demographics 2 - School Processes & Programs 3
	Nov **November Evidence of Progress**
	
	70%
	
	Jan **January Evidence of Progress**
	
	70%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue