

**Killeen Independent School District**  
**Live Oak Ridge Middle School**  
**2022-2023 Formative Review with Notes**



# 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
<p><b>Strategy 1:</b> 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%.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, Math Admin, and CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2, 9, 10 - School Processes &amp; Programs 2, 3, 4</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>Math growth is being seen in Lobo time from mid year MAP testing.</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide professional development opportunities for Math Teachers to attend the CAMT conference in June and TI conference in March.</p> <p><b>Strategy's Expected Result/Impact:</b> The employment of strategies learned in lesson plans and walk through data will reflect the use.</p> <p><b>Staff Responsible for Monitoring:</b> Math TL, CIS, and Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2, 8, 9, 10 - School Processes &amp; Programs 1, 2, 3</p>	<div> <div>Nov</div> <div>  0% </div> </div> <div> <div>Nov</div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  0% </div> </div> <div> <div>Jan</div> <div>January Evidence of Progress</div> </div> <div> <div>Jan</div> <div>CAMT conference is during the summer, we are working on getting teachers registered for the conference.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Sign In Log show increased participation 5% - 10% gain on targeted TEKS Overall STAAR performance</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, CIS, and Math Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2, 8, 9, 10 - School Processes &amp; Programs 2</p>	<div> <div>Nov</div> <div>  10% </div> </div> <div> <div>Nov</div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  25% </div> </div> <div> <div>Jan</div> <div>January Evidence of Progress</div> </div> <div> <div>Jan</div> <div>Eight grade has started tutoring, but 7th grade will begin 1/28/23.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>





Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Review pre/post assessment results with data tracking log, overall STAAR success</p> <p><b>Staff Responsible for Monitoring:</b> Math Interventionist teacher, Lead Teacher, Math Admin, CIS, and Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 9, 10 - School Processes &amp; Programs 2, 3</p>	
	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  50% </div> <div> <b>January Evidence of Progress</b>  Students have been showing growth in class with lessons. </div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	









**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
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Computer logs show increase participation Student work--charts that show 5%-10% gain on targeted content objectives</p> <p><b>Staff Responsible for Monitoring:</b> RL-A Teachers, Case managers, CIS, and ELA-R Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3, 4, 10 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  6th grade has started the Saturday tutoring sessions. 7th and 8th grade sessions will begin in January. <p><b>Jan</b> <b>January Evidence of Progress</b></p>  Tutoring campus are 1/21, 1/28, 2/4 - 2/25, 3/4 - 3/25, 4/1-4/15. <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide professional development for RL-A teachers of low-performing students on best practice strategies in differentiated reading strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus PD sign in with agenda Transcripts from workshop Review of completed lesson designs including differentiated strategies</p> <p><b>Staff Responsible for Monitoring:</b> RL-A teachers, Lead Teacher, and Interventionist Teacher, CIS, and RL-A admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p><b>Jan</b> <b>January Evidence of Progress</b></p>  Teachers have been registered for the TCTELA conference which was being held Feb. 2-5. <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide ESL teachers PD opportunities such as TCTLA / TCTELA Conference in order to design meaningful learning opportunities based on student needs for reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of completed lesson designs including differentiated strategies Increased student performance- Report cards, MAP, CUA, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> ELA-R Teacher Leader, District ELA Instructional Specialist, CIS, and ELA-R Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4, 8 - School Processes &amp; Programs 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>The request has been made for the conference in February. Quest will attend as ESL. McLean and Gore will attend as the ELA representative.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Teachers have been registered for the TCTELA conference which was being held Feb. 2-5.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Technologist, RL-A Teacher,s Reading Interventionist Teacher, and CIS</p> <p><b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4, 8, 10 - School Processes &amp; Programs 2, 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  35% </div> <div>January Evidence of Progress</div> <div>Vocabulary word weekly and word walls have been used.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>



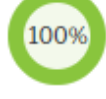
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Utilize accelerated ELA class staffed with an At-Risk teacher for identified at-risk students' as an intervention program during the school day for at-risk learners who performed poorly on Reading STAAR, MAP, or have a noted concern by their teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of completed lesson designs including differentiated strategies Review of completed lesson designs Increased student performance- Report cards, MAP, CUA, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist Teacher, RL-A TL, CIS, and Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3, 4, 10 - School Processes &amp; Programs 2, 3</p>	<div><div>Nov</div><div>25%</div><div>November Evidence of Progress</div></div> <div><div>Jan</div><div>50%</div><div>January Evidence of Progress</div><div>There is improvement in reading scores in MAP and iLit.</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>







Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> 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.</p> <p>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 &amp; features, theme, analyzing arguments, figurative language, and tone/mood.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> RL-A teachers, CIS, and RL-A Admin</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3, 4, 10 - School Processes &amp; Programs 2, 3</p>	
	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Teachers are utilizing them in classroom instruction.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Teachers are utilizing them in classroom instruction.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

**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
<p><b>Strategy 1:</b> Science teachers will attend professional learning opportunities to gain the STEM skills needed to promote higher achievement in the area of Science.</p> <p><b>Strategy's Expected Result/Impact:</b> 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  <b>Staff Responsible for Monitoring:</b> Science TL, CIS, and Principal</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 6, 9, 10 - School Processes &amp; Programs 1, 2, 3</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>Mason and Harris attended CAST conference.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>







Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student sign in sheets show more participation Increased student performance- Report cards, MAP, CUA, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers, Science Admin, and CIS</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 6, 9, 10 - School Processes &amp; Programs 2</p>	
	<div> <div>Nov</div> <div>  0% </div> <div>November Evidence of Progress</div> <div>The department will host camps closer to STAAR.</div> </div> <div> <div>Jan</div> <div>  25% </div> <div>January Evidence of Progress</div> <div>Planning in process to establish dates: 2/4, 2/11, 2/25, 3/4, 4/1, 4/8, and 4/15.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% </div> <div>No Progress</div> </div> <div> <div>  100% </div> <div>Accomplished</div> </div> <div> <div>  </div> <div>Continue/Modify</div> </div> <div> <div>  </div> <div>Discontinue</div> </div>	

**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
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> History TL, CIS,and Principal</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 7, 8, 9, 10 - School Processes &amp; Programs 1, 2, 3</p>	<div> <div>Nov</div> <div>  0% </div> </div> <p><b>November Evidence of Progress</b></p> <p>We are currently searching for PD for teachers to attend.</p> <div> <div>Jan</div> <div>  0% </div> </div> <p><b>January Evidence of Progress</b></p> <p>We are currently searching for PD for teachers to attend. Moving to the AVID conference.</p> <div> <div>Mar</div> <div></div> </div> <p><b>March Evidence of Progress</b></p> <div> <div>June</div> <div></div> </div> <p><b>June Evidence of Progress</b></p>



Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets show more students participating Utilization of differentiated strategies Increased student performance- Report cards, MAP, CUA, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> CIS, Social Studies Teachers, SS Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 7, 8, 9 - School Processes &amp; Programs 2, 3</p>	
	<div> <div>Nov</div> <div>  0% </div> <div>November Evidence of Progress</div> <div>Tutoring starts in January.</div> </div> <div> <div>Jan</div> <div>  25% </div> <div>January Evidence of Progress</div> <div>CUA and benchmark data are being used to determine students who will attend tutoring.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	












**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	
<b>Strategy 1:</b> Recruiting for AVID Site Team Members and AVID Elective teachers. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Current Site Team AVID Summer Institute AVID Coordinator Administration PLC Leads  <b>Problem Statements:</b> School Processes & Programs 2, 3	Nov	<b>November Evidence of Progress</b>
		
	Jan	<b>January Evidence of Progress</b>
		
	Mar	<b>March Evidence of Progress</b>
	June	<b>June Evidence of Progress</b>

Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Ensure all AVID students are enrolled in a rigorous course of study.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Schedules Increase enrollment in AVID</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator Counselors PLC/Departments All Staff</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p>  <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p><b>January Evidence of Progress</b></p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> Provide staff professional development of the AVID modules to address academic needs of At Risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of completed lesson designs including differentiated strategies Increased student performance- Report cards, MAP, CUA, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> AVID teacher, CIS, and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 10 - School Processes &amp; Programs 2, 3</p>		

	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b>	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>		

**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

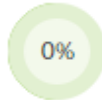







Student Grades

MAP data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of student performance  Mastery of concepts on formative assessment  Overall growth in closing the achievement gap  Decrease in content failures</p> <p><b>Staff Responsible for Monitoring:</b> LORMS Lobo Homework Center Staff, and Admin</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4, 6, 7, 8, 9, 10 - School Processes &amp; Programs 2, 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Homework center is being utilized by several students weekly. Student progress needs to be tracked to see if there is growth.</div> </div> <div> <div>Jan</div> <div>  25% </div> <div>January Evidence of Progress</div> <div>Homework center is being utilized by several students weekly. Student progress needs to be tracked to see if there is growth.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> At-risk teachers will use AM/PM lab opportunities to bridge the gap in student learning through the use of differentiated and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Purposeful selection Computer Sign in logs show increased usage Increased student performance- Report cards, MAP, CUA, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> At-Risk Teachers, Teacher Leaders, Technologist, and CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 8, 9, 10 - School Processes &amp; Programs 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>We need to purposefully invite students that need assistance. Imagine Reading program will be utilized to help students struggling with reading. Attendance is low right now to the labs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>We need to purposefully invite students that need assistance. Imagine Reading program will be utilized to help students struggling with reading. Attendance is low right now to the labs.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Interventionists, CIS, and Math and ELA Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4, 9, 10 - School Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>ACC math and reading classes are currently working with our at-risk students to support them academically. There are no qualified aide applicants to fill the current vacant positions.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>ACC math and reading classes are currently working with our at-risk students to support them academically. There are no qualified aide applicants to fill the current vacant positions.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of completed lesson designs including differentiated strategies Increased student performance- Report cards, MAP, CUA, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Lead teachers, CIS, and Admin</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 6, 7, 8, 9, 10 - School Processes &amp; Programs 2, 3, 4</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Zingers have been used during LOBO time reading interventions. The next push will be for teachers to focus on the progress of each student on reading skills. Other STAAR-tested subjects will need to look at utilizing supplemental materials earlier in the year.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Zingers have been used during LOBO time reading interventions. The next push will be for teachers to focus on the progress of each student on reading skills. Math will begin using Zingers for interventions soon.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of completed lesson designs including differentiated strategies Increased student performance- Report cards, MAP, CUA, STAAR Reduce content failure rate STAAR success</p> <p><b>Staff Responsible for Monitoring:</b> ACC teachers, Interventionist aides, CIS, and Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 10 - School Processes &amp; Programs 1, 2, 3</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>We are fully staffed, but have not began station learning in the ACC math and reading classes.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We are fully staffed, but have not began station learning in the ACC math and reading classes.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Provide professional development for GT teachers in order to increase awareness of gifted characteristics of students to enhance the instruction delivered.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> GT Teachers, AVID Coordinator, CIS, and Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   GT teachers have funding placed for AVID conference this summer.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   GT teachers have funding placed for AVID conference this summer.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Provide field-based instruction for GT students in order to increase mastery of grade-level content.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student overall performance and engagement in the GT curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> GT Teachers, CIS, and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 10 - School Processes &amp; Programs 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The campus is looking for a location to visit during the second semester.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The campus is looking for a location to visit during the second semester.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	





**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.

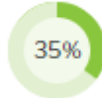

**Evaluation Data Sources:** PLC agendas and minutes

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Lead all PLC meetings with vision &amp; 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.</p> <p>PLCs will review student data, reflect on teaching practices, explore resources to learn new practices, and planning how to apply new learning.</p> <p>PLC minutes will be used to share concepts, and learning covered with other departments.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 10 - School Processes &amp; Programs 1, 2, 3</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Dufour Questions are continuing to drive instruction and review of student data.</div> </div> <div> <div>Jan</div> <div>  30% </div> <div>January Evidence of Progress</div> <div>Dufour Questions are continuing to drive instruction and review of student data.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>



Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Data protocols in Schoology Lesson designs changed to reflect data Increased teacher capacity Student performance data- CUA, MAP, grades</p> <p><b>Staff Responsible for Monitoring:</b> Teacher leaders, CIS, and Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1, 2, 3, 4</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>PLC have been meeting, but teachers are in need of opportunities to complete documentation. In January, PLCs will be back on schedule.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> ILT Teacher leaders Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 10 - School Processes &amp; Programs 1, 2, 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>PLCs have been meeting and utilizing Dufour to drive best practices for learning.</div> </div> <div> <div>Jan</div> <div>  25% </div> <div>January Evidence of Progress</div> <div>PLCs have been meeting and utilizing Dufour to drive best practices for learning.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>



Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> At-risk counselor  RTI team  Admin</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 10 - School Processes &amp; Programs 1, 2, 3, 4 - Perceptions 2</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>Teacher reports are needed for the RTI meeting. There have been 4 RTI meetings this year so far. There are a lot of parent requests for special education services.</div> </div> <div> <div>Jan</div> <div>  75% </div> <div>January Evidence of Progress</div> <div>Dr. Storms is completed over 20 referrals.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

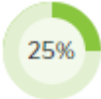





Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Teachers and Instructional aides will participate in on-site training to strengthen RTI implementation process.</p> <p><b>Strategy's Expected Result/Impact:</b> Systematically respond when students need intervention and enrichment SSPs maintained Student success</p> <p><b>Staff Responsible for Monitoring:</b> At-risk Counselor, CIS, and Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 3, 4</p>	
	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>RTI process professional development has been provided to staff. In addition, AVID strategies have been taught to staff to use across the curriculum to intervene with struggling learners.</div> </div> <div> <div>Jan</div> <div>  75% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
	<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>

**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
<p><b>Strategy 1:</b> Bi-weekly walkthroughs and monthly meetings with new teachers to provide instructional support and address curriculum needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> CIS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> </div> <p>CISs have been conducting walkthroughs and monthly meeting. New teachers have been given training on GRR model and classroom management.</p> <div> <div>Jan</div> <div>  35% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>





Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Complete goal setting sheets and set up student goal tracking folders for each core class.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of Student Folders  Quarterly affirmation of goals  Goal setting pages completed and reviewed at least 4 times this year  Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Teacher Leaders, Principal</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 10 - School Processes &amp; Programs 2 - Perceptions 2</p>	
	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Intervention teachers are tracking student progress after every 2 lessons for reading interventions. Counselors have provided lessons for students to set goals.</div> </div> <div> <div>Jan</div> <div>  25% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	









**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
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement Increased parent awareness of campus opportunities to be involved</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<div> <div>Nov</div> <div>  <div>40%</div> </div> <div>November Evidence of Progress</div> <div>The PULSE meetings are held monthly. Parent meetings are called when needed to discuss extreme concerns.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Utilize Connect Ed communication system, social media, and LORMS website to inform parents and community members of campus wide events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement at school programs. Parent notification process will be more fluid.</p> <p><b>Staff Responsible for Monitoring:</b> Webmaster and Assistant Principal</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<div> <div>Nov</div> <div>  <div>40%</div> </div> <div>November Evidence of Progress</div> <div>The systems are in place. However, many stakeholders are not utilizing the program to access programs.</div> <div>Monthly newsletters go out the highlight upcoming events.</div> </div> <div> <div>Jan</div> <div>  <div>40%</div> </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Agenda  Parent sign in sheets  After Action Review Survey</p> <p><b>Staff Responsible for Monitoring:</b> EL Teachers, ESL Admin, CIS, and Principal</p> <p><b>Title I:</b>  4.2  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>The First Semester meeting was held in October.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Once a semester host an AVID Family Night and increase parent involvement during site team memberships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>  4.2</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<div> <div>Nov</div> <div>  0% </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  0% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>





Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Provide Parent-Teacher Engagement meetings to develop parent and school communication with a focus in improving student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Program agenda, minutes from the meeting, AAR, sign-in sheets, and increase parent participation.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, Administrative Support Staff, and Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2 - Perceptions 1, 2</p>	<div> <div>Nov</div> <div>  <div>40%</div> </div> <div>November Evidence of Progress</div> <div>Monthly meetings are scheduled with limited parent participation.</div> </div> <div> <div>Jan</div> <div>  <div>40%</div> </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive communication with stakeholders Increased in parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 10 - Perceptions 1</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  <div>35%</div> </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div> <div>  <div>0%</div> </div> <div>No Progress</div> </div> <div> <div>  <div>100%</div> </div> <div>Accomplished</div> </div> <div> <div>  </div> <div>Continue/Modify</div> </div> <div> <div>  </div> <div>Discontinue</div> </div>	





**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
<p><b>Strategy 1:</b> Provide Internet safety, Intruder safety awareness, cell phone, smoking and drinking safety assemblies during Safety Week.</p> <p>Complete crisis monthly intervention drill and prepare safety awareness monthly events.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety Drill Report reviewed Student and faculty feedback from drills District feedback The overall attitude of staff, parents, and students concerning campus safety</p> <p><b>Staff Responsible for Monitoring:</b> APs</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Drills are scheduled and conducted regularly.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Drills are scheduled and conducted regularly.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of stakeholder concerns</p> <p><b>Staff Responsible for Monitoring:</b> Parent liaison Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   A Fall survey was conducted.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   A Fall survey was conducted.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Celebrate student success and achievement during Honor Roll Celebrations, NJHS, Academic Awards Ceremonies, Zero Referral Celebrations, May Day, and Student of the Month Recognition.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teachers, APs, and Counselors</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>           Quarterly celebrations have been held for honor roll students and zero referrals. </div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>           Celebrations for academic and behavior have been implemented for the fall semester. </div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> <div></div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> <div></div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Club Sponsors, At-Risk counselor, and Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 10 - School Processes &amp; Programs 2, 3 - Perceptions 2</p>	









	Nov	November Evidence of Progress
	Jan	January Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>		

**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
<p><b>Strategy 1:</b> Teachers will differentiate instruction using online programs, applications, and differentiated flipcharts to engage and meet the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly reports to verify usage, implementation documented in lesson plans, and an increase in student performance for:</p> <p>Vizzle Successmaker iLit Imagine Math Edgenuity Active Classroom Schoolology ExploreLearning Science Gizmos</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Leaders, CT, CIS, Classroom Teachers, and Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4, 6, 7, 8, 9, 10 - School Processes &amp; Programs 2, 3 - Perceptions 2</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>Weekly online intervention lessons are utilized to address individualized deficits.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Tri-annual assessment data will be used to guide instructional needs to increase student performance.</p> <p><b>Staff Responsible for Monitoring:</b> TL and DIS for Math and ELA, CIS, Tech, and Admin</p> <p><b>Title I:</b> 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</li> <li>- <b>Targeted Support Strategy</b></li> </ul> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p>	<div> <div>Nov</div> <div>  <div>15%</div> </div> <div>November Evidence of Progress</div> <div>Limited data has been collected to support data-driven instruction.</div> </div> <div> <div>Jan</div> <div>  <div>30%</div> </div> <div>January Evidence of Progress</div> <div>Data is available, but not being used to move instruction.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin; CIS</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 11</p>	<div> <div>Nov</div> <div>  <div>40%</div> </div> <div>November Evidence of Progress</div> <div>Tutoring efforts have quadrupled on campus with teachers and professional staff.</div> </div> <div> <div>Jan</div> <div>  <div>40%</div> </div> <div>January Evidence of Progress</div> <div>Tutoring efforts have quadrupled on campus with teachers and professional staff. However, the MAP results are not increasing.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	