

Killeen Independent School District

Live Oak Ridge Middle School

2023-2024 Formative Review with Notes

Accountability Rating: C

Distinction Designations:
Postsecondary Readiness



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.

Commitments

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 by 5% 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%.

Evaluation Data Sources: STAAR Math Results

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will differentiate math instruction using best practices to engage and meet the needs of students. Additional Targeted Support will be provided to all students in math through online enrichment in order to increase academic achievement status meeting grade-level standards in math by 8%.</p> <p>Strategy's Expected Result/Impact: Student Computer logs showing increased usage The purposeful employment of programs in lesson plans and walk through data will reflect the use Complete goal setting profiles and monitored, 5%-10% gain on targeted content objectives according to baseline score.</p> <p>Staff Responsible for Monitoring: Math Teachers, Math Admin, and CIS</p> <p>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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4, 5, 10 - School Processes & Programs 2, 3, 4</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Increase in Imagine Math Usage</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Student data reflects student growth in Imagine Math</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>Strategy 2: Provide professional development opportunities for Math Teachers to build teacher capacity for increasing student performance.</p> <p>Strategy's Expected Result/Impact: Conference participants will share strategies at campus during PLC or planning days The employment of strategies learned in lesson plans and walk through data will reflect the use.</p> <p>Staff Responsible for Monitoring: Math TL, CIS, and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4, 8, 9, 10 - School Processes & Programs 1, 2, 3</p>	<p>Nov N/A</p> <p>Jan N/A</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
Strategy 3 Details	Reviews	
<p>Strategy 3: Conduct small group tutoring sessions outside the regular school day with targeted groups of students who need additional learning support and reteach opportunities based upon red line data.</p> <p>Strategy's Expected Result/Impact: Student Sign In Log show increased participation 5% - 10% gain on targeted TEKS Overall STAAR performance</p> <p>Staff Responsible for Monitoring: Math Teachers, Case Managers, CIS, and Math Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 5, 8, 9, 10 - School Processes & Programs 2, 3</p>	<p>Nov N/A</p> <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>After school tutoring for identified groups have begun and will continue to be held every Tuesday. Saturday camps will continue to be offered for targeted groups to provide additional instruction/intervention strategies on red-line TEKS using data from MAP and STAAR Interims.</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>



Strategy 4 Details	Reviews
<p>Strategy 4: Utilize accelerated math class staffed with an At-Risk teacher for identified at-risk students' as an intervention program during the school day for at-risk learners who performed poorly on Math STAAR, MAP, or have a noted concern by their teacher.</p> <p>Strategy's Expected Result/Impact: Review pre/post assessment results with data tracking log, overall STAAR success</p> <p>Staff Responsible for Monitoring: Math Interventionist teacher, Lead Teacher, Math Admin, CIS, and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 4, 5, 9 - School Processes & Programs 2, 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Accelerated Math Instruction provided by Acc. Math Teacher; Imagine Math is being used to provide supporting instruction and practice for students based on individual student levels/needs.</div> </div> <div> <div>Jan</div> <div>  25% </div> <div>January Evidence of Progress</div> <div>Long-term substitute teacher provides lessons developed and monitored by C.I.S.</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>  Continue/Modify </div> <div>  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 2: The RL-A department will increase the reading pass rate on STAAR by 10% for all learners with a special focus on our EB students and students of two or more races. LORMS would like to increase the overall Met the Standard rate by 10% all students reading on grade level.

Evaluation Data Sources: STAAR Reading Results

Strategy 1 Details	Reviews
<p>Strategy 1: Conduct small group tutoring sessions outside the regular school day with targeted groups of students who need additional learning support and reteach opportunities based upon red line data.</p> <p>Strategy's Expected Result/Impact: Student Computer logs show increase participation Student work--charts that show 5%-10% gain on targeted content objectives</p> <p>Staff Responsible for Monitoring: RL-A Teachers, Case managers, CIS, and ELA-R Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3, 8, 10 - School Processes & Programs 2</p>	<div><div><div>Nov</div><div>N/A</div><div>November Evidence of Progress</div></div><div><div>Jan</div><div><div><div></div><div>25%</div></div></div><div>January Evidence of Progress</div><div>After school tutoring for identified groups have begun and will continue to be held every Thursday. Saturday camps will continue to be offered for targeted groups to provide additional instruction/intervention strategies on red-line TEKS using data from MAP and STAAR Interims.</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>

Strategy 2 Details	Reviews
<p>Strategy 2: Provide professional development for RL-A teachers of low-performing students on best practice strategies and differentiated instruction in Reading.</p> <p>Strategy's Expected Result/Impact: Shared strategies during PD/Planning Days Utilization of strategies in Class Review of completed lesson designs including differentiated strategies Impact on Learning: increase assessment scores and grades</p> <p>Staff Responsible for Monitoring: RL-A teachers, Lead Teacher, CIS, and RL-A admin</p> <p>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</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1, 2, 3</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>Five RLA Teachers/Instructional Coach attended Teach Big Conference</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>Teachers who attended the Teach Big Conference have shared best practices/instructional strategies learned with others in the department. Teachers have been utilizing best practices and strategies in planning and instruction.</div> <div>The RLA Department teachers have been registered to attend the SMEKENS PD on writing. The conference will be held on February 17, 2024. Teachers plan on using learned strategies to improve instruction and raise student participation and motivation.</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>Strategy 3: Provide EB teachers PD opportunities in order to design meaningful learning opportunities based on student needs for reading.</p> <p>Strategy's Expected Result/Impact: Shared strategies during PD/Planning Days Utilization of strategies in Class Review of completed lesson designs including differentiated strategies Impact on Learning: increase assessment scores and grades</p> <p>Staff Responsible for Monitoring: EB Teacher, District ELA Instructional Specialist, CIS, and ELA-R Admin</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3, 8, 9 - School Processes & Programs 3</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>N/A</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>Strategy 4: RL-A teachers will support 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>Strategy's Expected Result/Impact: Student use of Imagine Learning, Success maker, and iLit for Student improvement on targeted objectives' baseline score Shared strategies during PD/Planning Days Utilization of strategies in Class Review of completed lesson designs including differentiated strategies Impact on Learning: increase assessment scores and grades</p> <p>Staff Responsible for Monitoring: Technologist, RL-A Teacher,s Reading Interventionist Teacher, and CIS</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3, 8, 9, 10 - School Processes & Programs 2, 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Consistent use of Imagine Learning and Summit K12 by ELL students show an increase in English Speaking abilities/communication; Consistent use of iLit show an increase in reading comprehension and grammar skills.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>EL students continue to use Imagine Learning and Summit K. Data shows an increase in English Speaking abilities, comprehension and communication; Consistent use of iLit show an increase in reading comprehension and grammar skills.</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>Strategy 5: Utilize accelerated ELA class staffed with an At-Risk teacher for identified at-risk students' as an intervention program during the school day for at-risk learners who performed poorly on Reading STAAR, MAP, or have a noted concern by their teacher.</p> <p>Strategy's Expected Result/Impact: Student use of iLit for Student improvement on targeted objectives' baseline score Shared strategies during PD/Planning Days Utilization of GRR strategies in Class Review of completed lesson designs including differentiated strategies Impact on Learning: increase assessment scores and grades</p> <p>Staff Responsible for Monitoring: Interventionist Teacher, RL-A TL, CIS, and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3, 10 - School Processes & Programs 2, 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>iLit and MAP Data show an increase in student reading comprehension, vocabulary skills, and fluency.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>Consistent use of iLit shows an increase in student reading comprehension, vocabulary, skills, and fluency.</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>Strategy 6: RL-A 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>RL-A teachers will use Scope Magazine subscription to develop reading skills such as close reading, author's craft, summarizing, text marking, text evidence, context clues, inference, central ideas and details, text structures & features, theme, analyzing arguments, figurative language, and tone/mood.</p> <p>Strategy's Expected Result/Impact: Completed lesson designs including differentiated strategies Class visits note usage Student success with strategy implementation Targeted growth with R-LA Domain 3 Performance data increase</p> <p>Staff Responsible for Monitoring: RL-A teachers, CIS, and RL-A Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3, 8, 9, 10 - School Processes & Programs 2, 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>All RLA teachers use Scope Magazines weekly to improve RLA skills.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>All RLA teachers continue to use Scope Magazines weekly to improve RLA skills. Teachers report an increase in student efforts and motivation resulting in improved student performance.</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 3: The Science department will increase the pass rate on STAAR, by 10% for all learners with a special focus on all sub-groups except white and EB students. LORMS would like to increase the overall met performance rate by 7%.

Evaluation Data Sources: STAAR Science Results


Strategy 1 Details	Reviews
<p>Strategy 1: Science teachers will attend professional learning opportunities to gain the STEM skills needed to promote higher achievement in the area of Science.</p> <p>Strategy's Expected Result/Impact: Shared strategies during PD/Planning Days</p> <p>Utilization of strategies in class</p> <p>Review of completed lesson designs including differentiated strategies</p> <p>GRR noted in walk-throughs</p> <p>20% increase in science labs</p> <p>Impact on Learning: increase assessment scores and grades</p> <p>Staff Responsible for Monitoring: Science TL, CIS, and Admin for Science</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Student Learning 3, 6, 9, 10 - School Processes & Programs 1, 2, 3</p>	<div><div>Nov</div><div>November Evidence of Progress</div><div>One teacher attended the CAST Conference.</div><div><div>25%</div></div></div> <div><div>Jan</div><div>January Evidence of Progress</div><div>Best Practices/Instructional Strategies have been shared with the department and incorporated in lessons and instructional delivery.</div><div><div>35%</div></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>Strategy 2: Science department will conduct small group tutoring sessions outside the regular 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>Strategy's Expected Result/Impact: Student sign in sheets show more participation Increased student performance- Report cards, CUA, STAAR MAP BOY and MOY data for interventions</p> <p>Staff Responsible for Monitoring: Science Teachers, Science Admin, and CIS</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 6, 9, 10 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress N/A Begins 12/23; Gathering Data</p> <p>Jan January Evidence of Progress  Science teachers have analyzed data to develop a plan for targeted tutoring.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<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 4: The History department will increase the pass rate on STAAR by 10% 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>Strategy 1: History teachers will attend content specific professional development and apply learned strategies, knowledge and skills toward increasing the depth and rigor of first time instruction, providing targeted intervention, and using data to inform instruction.</p> <p>Strategy's Expected Result/Impact: Shared strategies during PD/Planning Days Utilization of strategies in class Review of completed lesson designs including differentiated strategies GRR noted in walk-throughs Impact on Learning: increase assessment scores and grades Pre/Post Test results improve</p> <p>Staff Responsible for Monitoring: History Department, CIS, and History Admin</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 7, 9, 10 - School Processes & Programs 1, 2, 3</p>	Nov N/A	November Evidence of Progress
	Jan 	January Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress








Strategy 2 Details	Reviews
<p>Strategy 2: History department will conduct small group tutoring sessions outside the regular school day with targeted groups of students who need additional support learning and reteach opportunities based upon red line data.</p> <p>Strategy's Expected Result/Impact: Sign in sheets show more students participating Utilization of differentiated strategies Increased student performance- Report cards, CUA, STAAR Pre/Post Assessment scores increase</p> <p>Staff Responsible for Monitoring: CIS, Social Studies Teachers, SS Admin</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7, 9 - School Processes & Programs 2, 3</p>	<p>Nov N/A November Evidence of Progress</p> <p>Jan  January Evidence of Progress Student groups have been identified based on data from STAAR Interim, CUAs, and MAP assessments. Students have been invited to tutoring.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<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 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
<p>Strategy 1: Recruiting for AVID Site Team Members and AVID Elective teachers.</p> <p>Strategy's Expected Result/Impact: Membership Roster increase Participation on AVID Site Team Members and AVID Elective teachers will increase Utilization of AVID strategies including differentiated strategies in lesson plans Increased student performance- Report cards, MAP, CUA, STAAR</p> <p>Staff Responsible for Monitoring: Current Site Team AVID Summer Institute AVID Coordinator Administration PLC Leads</p>	<div><div>Nov</div><div><div>50%</div></div><div>November Evidence of Progress</div><div>Most teachers on campus have attended the A.V.I.D. Summer conference.</div></div> <div><div>Jan</div><div><div>65%</div></div><div>January Evidence of Progress</div><div>All teachers have been provided with campus p.d. on A.V.I.D. best practices/instructional practices. All core teachers utilize A.V.I.D strategies in instructional practices.</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>


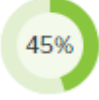
Strategy 2 Details	Reviews
<p>Strategy 2: Ensure all AVID students are enrolled in a rigorous course of study. All students will have exposure to the AVID methodologies in core classes.</p> <p>Strategy's Expected Result/Impact: Student Schedules Increase enrollment in AVID Shared strategies during PD/Planning Days Utilization of strategies in class noted in walk-throughs Review of completed lesson designs including AVID strategies Impact on Learning: increase assessment scores and grades</p> <p>Staff Responsible for Monitoring: AVID Team and Coordinator Counselors PLC/Departments All Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 9, 10 - School Processes & Programs 2, 3</p>	<div> <div>Nov</div> <div>November Evidence of Progress</div> <div>  10% </div> </div> <div> <div>Jan</div> <div>January Evidence of Progress</div> <div>  25% </div> <div>All core teachers utilize A.V.I.D strategies in instructional practices. Elective teachers have students utilize AV.I.D organizational strategies.</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>Strategy 3: Provide staff professional development of the AVID modules to address academic needs of At Risk students.</p> <p>Strategy's Expected Result/Impact: Shared strategies during PD/Planning Days Utilization of AVID strategies in class Review of completed lesson designs including differentiated strategies AVID strategies noted in walk-throughs Impact on Learning: increase assessment scores and grades</p> <p>Staff Responsible for Monitoring: AVID coordinator, all teacher, CIS, and Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 9, 10 - School Processes & Programs 1, 2, 3 - Perceptions 2</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>January Evidence of Progress</div> <div>  50% </div> <div>The A.V.I.D Team provided PD for campus teachers. Strategies were shared to address the academic needs of at-risk students.</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>  0% No Progress  100% 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 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>Strategy 1: Students will be provided homework support after school with content experts to reinforce daily taught skills. The homework center will be open to all students.</p> <p>Strategy's Expected Result/Impact: Review of student performance Mastery of concepts on formative assessment Overall growth in closing the achievement gap Decrease in content failures Increased STAAR success</p> <p>Staff Responsible for Monitoring: LORMS Lobo Homework Center Staff, and Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 10 - School Processes & Programs 2</p>	<div><div>Nov</div><div><div></div><div>25%</div></div><div>November Evidence of Progress</div><div>Students attend homework center.</div></div> <div><div>Jan</div><div><div></div><div>35%</div></div><div>January Evidence of Progress</div><div>Students continue to attend the homework center.</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>Strategy 2: At-risk teachers will use computer lab opportunities to bridge the gap in student learning through the use of differentiated and best practices.</p> <p>Strategy's Expected Result/Impact: Purposeful selection Computer Sign in logs show increased usage Increased student performance- Report cards, MAP, CUA, STAAR</p> <p>Staff Responsible for Monitoring: At-Risk Teachers, Teacher Leaders, Technologist, and CIS</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 9, 10 - School Processes & Programs 2, 3</p>	<p>Nov November Evidence of Progress N/A</p> <p>Jan January Evidence of Progress N/A</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Additional staff will provide academic support in the form of supplemental instruction in core classes. The CIS will assist classroom teachers with instructional delivery. The EB aide will provide assistance inside and outside of the EB class.</p> <p>Strategy's Expected Result/Impact: Review pre/post-test results with data tracking log growth: Lesson designs including differentiated strategies Classroom support in core classes Classroom visits feedback promote teacher growth Increased student performance- Report cards, MAP, CUA, STAAR</p> <p>Staff Responsible for Monitoring: Interventionists, CIS, and Math and ELA Admin</p> <p>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</p> <p>Problem Statements: Demographics 1 - Student Learning 8, 10 - School Processes & Programs 1, 3</p>	<p>Nov November Evidence of Progress  PD on GRR provided by CIS and administrators; EB Aide consistently assists core teachers in classes.</p> <p>Jan January Evidence of Progress  CIS continues to work with teachers in need of extra support. Best practices for instructional delivery are shared. Some improvement is evident in teacher performance.</p> <p>The EB aide continues to assist students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>Strategy 4: STAAR-tested subjects will be provided with supplemental teaching materials that address the hard to teach concepts per content area with an exclusive focus on the most missed STAAR items.</p> <p>Strategy's Expected Result/Impact: Review of completed lesson designs including differentiated strategies RTI implementation Increased student performance- Report cards, MAP, CUA, STAAR</p> <p>Staff Responsible for Monitoring: Lead teachers, CIS, and Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 8, 9 - School Processes & Programs 3</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Purchase of STAAR Blitz for Core Content Areas that target hard to teach concepts focused on most missed STAAR items. Intervention lessons provided to address student needs.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>STAAR Blitz for Core Content Areas that target hard to teach concepts focused on most missed STAAR items. Intervention lessons provided to address student needs.</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>Strategy 5: Target instruction is needed to address specific learning needs and to increase differentiation and student collaboration. The classrooms will be organized to allow for flexible seating and instruction based on student need.</p> <p>Strategy's Expected Result/Impact: Review of completed lesson designs including differentiated strategies Increased student performance- Report cards, MAP, CUA, STAAR Reduce content failure rate STAAR success</p> <p>Staff Responsible for Monitoring: ACC teachers, CIS, and Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 3, 4, 10 - School Processes & Programs 3</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Accelerated RLA/Math classes consistently utilize flexible seating & instruction based on student need.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Accelerated RLA/Math classes consistently utilize flexible seating & instruction based on student need.</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>Strategy 6: Provide professional development for GT teachers in order to increase awareness of gifted characteristics of students to enhance the instruction delivered.</p> <p>Strategy's Expected Result/Impact: Utilization of new techniques evident in lesson plans CUA and MAP data An increase in student performance on STAAR Increase in number of identified GT students mastering STAAR</p> <p>Staff Responsible for Monitoring: GT Teachers, AVID Coordinator, CIS, and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2, 3</p>	<p>Nov November Evidence of Progress  GT teachers are in the process of completing GT requirements.</p> <p>Jan January Evidence of Progress  Teacher lesson plans reflect differentiated instruction for GT students providing extended learning opportunities.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: Provide field-based instruction for GT students in order to increase mastery of grade-level content.</p> <p>Strategy's Expected Result/Impact: Increase student overall performance and engagement in the GT curriculum.</p> <p>Staff Responsible for Monitoring: GT Teachers, CIS, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2, 3</p>	<p>Nov November Evidence of Progress N/A</p> <p>Jan January Evidence of Progress  Field-trip proposal is in process for submission.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 8 Details	Reviews
Strategy 8: The campus will support field-based instruction for students particularly in the area of science and other content areas where appropriate to address low performing TEKS. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting. Strategy's Expected Result/Impact: Increase student engagement for hard to teach TEKS Increased student achievement Reduction in learning gaps Staff Responsible for Monitoring: CIS, Lead Teachers, Admin Problem Statements: Demographics 1, 2	Nov N/A Jan  Mar June
<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></div>	


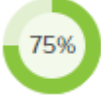




Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

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>Strategy 1: Lead all PLC meetings with vision & mission, campus commitments, CIP, and PLC learning goals to ensure all our work and all decisions are aligned to building teachers' capacity and using data to 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>Strategy's Expected Result/Impact: PLC Minutes to summarize the learning Dufour four questions driving collaboration Increase use of data driving lesson plan designing Student learning improved by teacher effectiveness Data protocols created Classroom visits reflect planning</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 10 - School Processes & Programs 1, 2, 3</p>	<div><div>Nov</div><div><div>50%</div></div><div>November Evidence of Progress</div><div>Each member was provided a copy of the vision & mission, campus commitments, CIP, and learning goals in efforts to ensure work is aligned.</div></div> <div><div>Jan</div><div><div>60%</div></div><div>January Evidence of Progress</div><div>Teachers have been working on the work - consistent data analysis are conducted as data is collected. Daily lesson plans and intervention plans are data-driven.</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>Strategy 2: 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>Strategy's Expected Result/Impact: Build leadership teams that empower teacher leaders and supports, enhances and enriches the learning capacity of students, staff and leadership Monthly coaching walks Coaching walks feedback in Strive Lesson design products</p> <p>Staff Responsible for Monitoring: ILT Teacher leaders Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 10 - School Processes & Programs 1, 2, 3</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Data used to collaborate and reinforce best practices during PLCs.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>Administrators, CIS, Reading/Math Coaches conduct coaching walks each week. Feedback including suggestions for improvement in areas of need are shared as needed.</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>Strategy 3: The teachers 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>Strategy's Expected Result/Impact: Build effective teams to know when and how to respond to students Prioritize essential learning outcomes for optimal focus on what students should learn Target assessments to help identify what they have learned or not Systematically respond when students need intervention and enrichment RTI data logs</p> <p>Staff Responsible for Monitoring: SES counselor RTI team Admin</p> <p>Title I: 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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 10 - School Processes & Programs 1, 2, 3 - Perceptions 2</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>275 students have received Social Emotional Services.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>SEL Counselor/team responds and addresses student needs consistently.</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>Strategy 4: Teachers and Instructional aides will participate in on-site training to strengthen Restorative Practices implementation process.</p> <p>Strategy's Expected Result/Impact: Protocols to respond when students SE needs Positive School Culture Student success</p> <p>Staff Responsible for Monitoring: At-risk Counselor, CIS, and Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 2</p>	<div> <div>Nov</div> <div>  75% </div> <div>November Evidence of Progress</div> <div>On-site Restorative Practices Training was provided to all Faculty and Staff at the beginning of the year during In-Service.</div> </div> <div> <div>Jan</div> <div>  75% </div> <div>January Evidence of Progress</div> <div>Student needs are addressed using restorative practices strategies.</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>  Continue/Modify </div> <div>  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 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>Strategy 1: Bi-weekly walkthroughs and monthly meetings with new teachers to provide instructional support and address curriculum needs.</p> <p>Strategy's Expected Result/Impact: Rapport with leadership Teacher-centered agenda meetings A copy of the walk-throughs submitted to appraiser addressing concerns/praises Notes from follow-up meeting with admin and new teachers Lesson designs to promote student achievement</p> <p>Staff Responsible for Monitoring: CISs and Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 3</p>	<div><div>Nov</div><div><div>40%</div></div><div>November Evidence of Progress</div><div>Administrators, CIS, and Coaches have conducted walkthroughs at least twice a month. New teacher meetings have been conducted in September and October.</div></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div><div>Administrators, CIS, and Coaches continue to conduct walkthroughs at least twice a month. New teacher meetings have been conducted each month and additional meetings are held as needed to provide additional support for new teachers.</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>Strategy 2: Tri-annual meetings will be held with all staff to review goals and a discuss progress.</p> <p>Strategy's Expected Result/Impact: Affirmation of goals Increase staff moral Decrease staff turnover</p> <p>Staff Responsible for Monitoring: Admin and Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 10</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div>November Evidence of Progress</div> <div>Leadership Team meetings have been held at least once a month.</div> </div> <div> <div>Jan</div> <div>  <div>35%</div> </div> <div>January Evidence of Progress</div> <div>No 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>
<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 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
School Climate

Strategy 1 Details	Reviews
<p>Strategy 1: Create opportunities on campus for stakeholders to come together to distribute information, share concerns, and gain new knowledge to support student success. This is to provide the parents and community an opportunity to develop communication and engagement practices with the campus. The parent and family engagement and home-compact will be reviewed at each meeting.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement Increased parent awareness of campus opportunities to be involved Student achievement increase Positive School Culture and Climate</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison, SES Counselor, AVID Coordinator</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	<div><div>Nov</div><div><div><div></div></div><div>25%</div></div><div>November Evidence of Progress</div><div>Monthly Parent Meetings are conducted to increase parent awareness and create a more positive school culture and climate.</div></div> <div><div>Jan</div><div><div><div></div></div><div>50%</div></div><div>January Evidence of Progress</div><div>Monthly Parent Meetings continue to be held in efforts to increase parent awareness and create a more positive school culture. There is an</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>Strategy 2: Utilize Connect Ed communication system, social media, and LORMS website to inform parents and community members of campus wide events.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement at school programs. Parent notification process will be more fluid.</p> <p>Staff Responsible for Monitoring: Webmaster and Assistant Principal</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	<div> <div>Nov</div> <div>  <div>75%</div> </div> <div>November Evidence of Progress</div> <div>Social Media show a significant increase in family/ community engagement. Consistent use of Connect Ed and the LORMS website is used to provide information of campus wide events.</div> </div> <div> <div>Jan</div> <div>  <div>80%</div> </div> <div>January Evidence of Progress</div> <div>Continued use of social media shows a consistent increase in family/community engagement. Connect Ed and the LORMS website is used to provide information of campus wide events.</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>Strategy 3: Conduct a parent night for EB students and parents exploring improving home-school communication in which the EB teacher will provide booklets to promote academic achievement and unity of EB students, parents, and staff.</p> <p>Strategy's Expected Result/Impact: Increased EB parent involvement Increased EB parent awareness of campus opportunities to be involved Student achievement increase Positive School Culture and Climate</p> <p>Staff Responsible for Monitoring: EL Teachers, EB Admin, CIS, and Principal</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 8 - Perceptions 1</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> <div>EB Parent Night was held, but no parents attended. Another meeting date is being planned.</div> </div> <div> <div>Jan</div> <div>N/A</div> <div>January Evidence of Progress</div> <div>No 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>Strategy 4: A Parent Liaison has been added to engage and promote family involvement and to build a stronger connection between the home and school. The liaison will act as bridge between the school and parents and will support constant communication with all stakeholders. The liaison will design and/or facilitate parent engagement meetings, events, and activities including a parent resource center.</p> <p>Strategy's Expected Result/Impact: Increase positive communication with stakeholders Increase parent involvement Positive School Culture and Climate</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 1</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Parent Liaison communicates with parents/community consistently via email, phone calls, and during meetings.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Parent Liaison continues to communicate with parents/community consistently via email, phone calls, and during meetings.</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>  0% No Progress  100% Accomplished </div>	<div>  Continue/Modify  Discontinue </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
Increase in school safety
Positive school culture and climate

Strategy 1 Details	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Safety Drill Report reviewed Student and faculty feedback from drills Decrease in student violations The overall attitude of staff, parents, and students concerning campus safety</p> <p>Staff Responsible for Monitoring: APs</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	<div><div>Nov</div><div>N/A</div><div>November Evidence of Progress</div><div>Safety Drill rescheduled due to weather. Safety Week activities were planned but there were conflicts with other activities.</div></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div><div>Safety Drill conducted; Action report sent to Leadership Team members</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>Strategy 2: Conduct student, staff and parent surveys that will assist us in improving student climate. Target: 80% of surveys will be completed and returned. Review K-12 Poll profiles.</p> <p>Strategy's Expected Result/Impact: Increased awareness of stakeholder concerns</p> <p>Staff Responsible for Monitoring: Parent liaison Counselors Principal</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 1, 2</p>	<div> <div>Nov</div> <div>  <div>50%</div> </div> <div>November Evidence of Progress</div> <div>Counselors conducted a staff and parent survey in efforts to improve student climate.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>No additional 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>Strategy 3: Celebrate student success and achievement during Honor Roll Celebrations, NJHS, Academic Awards Ceremonies, Zero Referral Celebrations, and Student of the Month Recognition.</p> <p>Strategy's Expected Result/Impact: Increase 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 Decrease in student referrals</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, APs, and Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	<div> <div>Nov</div> <div>  <div>50%</div> </div> <div>November Evidence of Progress</div> <div>Academic Award Celebration and Zero Referral Celebrations have been conducted. Teachers are currently planning Student of the Month Recognition.</div> </div> <div> <div>Jan</div> <div>  <div>60%</div> </div> <div>January Evidence of Progress</div> <div>Academic Award Celebration and Zero Referral Celebrations have been conducted for the second nine-week period.</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>Strategy 4: Experimental Learning Activities for at-risks students. The experience will expose the selected girls and boys to learning opportunities designed to model effective leadership, challenge their mental and physical perception, promote conflict resolution, and push them above their perceived limits by fostering perseverance and self-confidence from a team building approach.</p> <p>Strategy's Expected Result/Impact: More at-risk/low SES students recognized for Academic and Leadership Awards, Increase in student ownership of their learning, and overall increase in at-risk and low SES students achievement on Standardized Tests</p> <p>Staff Responsible for Monitoring: Club Sponsors, SES counselor, Communities in School, and Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 2</p>	<div> <div>Nov</div> <div>  <div>60%</div> </div> <div>November Evidence of Progress</div> <div>Art, Spelling UIL, AVID, Band, Choir, Dance Robotics/Drones, Chess Clubs currently expose students to learning activities.</div> </div> <div> <div>Jan</div> <div>  <div>70%</div> </div> <div>January Evidence of Progress</div> <div>Continued extended learning opportunities are provided through our extracurricular activities/programs in Art, Spelling UIL, AVID, Band, Choir, Dance Robotics/Drones, Chess Clubs currently expose students to learning activities.</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>  <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 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>Strategy 1: Teachers will differentiate instruction using online programs, applications, and differentiated flipcharts to engage and meet the needs of students.</p> <p>Strategy's Expected Result/Impact: Monthly reports to verify usage, implementation documented in lesson plans, and an increase in student performance for:</p> <p>Vizzle Success maker iLit Imagine Math Edgenuity Active Classroom Schoology Explore Learning Science Gizmos</p> <p>Staff Responsible for Monitoring: Teacher Leaders, CT, CIS, Classroom Teachers, and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Student Learning 10 - School Processes & Programs 2, 3</p>	<div><div>Nov</div><div>November Evidence of Progress</div><div><div>50%</div><div>Success Maker, iLit, Imagine Math, Schoology, and Active Classroom programs are being used to meet student needs.</div></div></div> <div><div>Jan</div><div>January Evidence of Progress</div><div><div>60%</div><div>Success Maker, iLit, Imagine Math, Schoology, and Active Classroom programs are consistently being used to meet student needs.</div></div></div> <div><div>Mar</div><div>March Evidence of Progress</div><div></div></div> <div><div>June</div><div>June Evidence of Progress</div><div></div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: Math and RL-A teachers will utilize MAP data to facilitate student-centered instruction to fill the achievement gaps in learning. The supplemental data will also be used to inform the targeted interventions being provided to at-risk students.</p> <p>Strategy's Expected Result/Impact: Tri-annual assessment data will be used to guide instructional needs to increase student performance. TIA awards increase RTI implementation</p> <p>Staff Responsible for Monitoring: TL, DIS for Math and ELA, CIS, Tech, and Admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 6 - School Processes & Programs 1</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>MAP Data is used consistently to assess student needs in core classes and to plan instruction.</div> </div> <div> <div>Jan</div> <div>  75% </div> <div>January Evidence of Progress</div> <div>EOY MAP Data was used to make instructional decisions to address student needs in Math and RLA classes. The data was also used to develop targeted intervention plans for at-risk student populations.</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>Strategy 3: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin and CIS</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 9, 11 - School Processes & Programs 2</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>N/A</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>Strategy 4: Extended learning opportunities will be provided to each grade level to strength student performance on low performing TEKS.</p> <p>Strategy's Expected Result/Impact: Increase student engagement for hard to teach TEKS Increased student achievement Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: CIS, Lead Teachers, and Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 9, 11 - School Processes & Programs 3</p>	<p>Nov November Evidence of Progress</p> <div>  <p>Intervention classes are being utilized to address learning gaps.</p> </div> <p>Jan January Evidence of Progress</p> <div>  <p>C.I.S. works with the Instructional Coaches and lead teachers to develop data-driven lesson plans for intervention classes.</p> </div> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Core teachers will have additional off campus planning days to address differentiate instruction through data analysis.</p> <p>Strategy's Expected Result/Impact: Increase teacher clarity Student achievement Reduction in learning gaps</p> <p>Staff Responsible for Monitoring: Lead teachers, Instructional coaches, CIS, and Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 11 - School Processes & Programs 1, 2, 3</p>	<p>Nov November Evidence of Progress</p> <p>N/A Request for off campus planning days approved and dates are currently being reviewed.</p> <p>Jan January Evidence of Progress</p> <div>  <p>Off-Campus Planning Days are in the process of being submitted for approval.</p> </div> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	