

Killeen Independent School District
Audie Murphy Middle School
2023-2024 Formative Review with Notes



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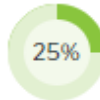

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Goals


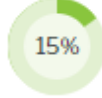






Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: 100% of all ELAR students will achieve meets/masters grade level on the STAAR exam.

Evaluation Data Sources: STAAR Reading Results
 Reading CUA Data
 Common Formative Assignments
 Benchmark Data

Strategy 1 Details	Reviews
<p>Strategy 1: Provide collaborative lesson planning time through weekly content PLCs and one full day of per semester for ELA/Reading/EB teachers to develop lessons utilizing research-based, best practice to ensure success of At-Risk students, ESL students, GT/Honors students, SPED students, and students of all demographic groups.</p> <p>Strategy's Expected Result/Impact: Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.</p> <p>Staff Responsible for Monitoring: Principals CIS Lead Teacher</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 6, 9</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Nov November Evidence of Progress </div> <div style="display: flex; align-items: center; margin: 5px 0;">  <div style="margin-left: 10px;"> <p data-bbox="1297 797 1354 823">Jan</p> <p data-bbox="1415 797 2018 859">January Evidence of Progress RLA team received a planning day in the first semester.</p> </div> </div> <div style="display: flex; align-items: center; margin: 5px 0;">  <div style="margin-left: 10px;"> <p data-bbox="1297 951 1354 977">Mar</p> <p data-bbox="1556 951 1881 977">March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> June June Evidence of Progress </div> </div>



Strategy 2 Details	Reviews	
<p>Strategy 2: ELAR and Dyslexia teachers will attend professional development opportunities, such as TCTELA, to learn and grow so they can better meet the diverse needs of their students. The Dyslexia teacher will attend a Dyslexia or literacy specific conference.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness to improve student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p>  <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress RLA team attended the conference.</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
Strategy 3 Details	Reviews	
<p>Strategy 3: Teachers will provide all RLA students a digital/print resources that includes multi-genre stories and engaging activities that strengthen literacy skills and instill a lifelong love of reading.</p> <p>Strategy's Expected Result/Impact: Students will improve their reading comprehension skills and STAAR scores will increase.</p> <p>Staff Responsible for Monitoring: CIS Lead Teacher ESL Teacher</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov</p>  <p>Jan</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>


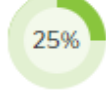






Strategy 4 Details	Reviews	
<p>Strategy 4: RLA teachers will provide a classroom library with a diverse array of book levels and genres, so students have immediate and frequent access to books to encourage reading.</p> <p>Strategy's Expected Result/Impact: Providing access to books will promote literacy, help students become critical thinkers, analytic readers, and informed citizens.</p> <p>Staff Responsible for Monitoring: CIS Lead Teacher</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1, 2, 6, 9</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 5 Details	Reviews	
<p>Strategy 5: RLA and Dyslexia students will have access to a variety of RLA based games and station activities for review and application of learned concepts.</p> <p>Strategy's Expected Result/Impact: Reinforcing difficult concepts in spiraling curriculum encourages reinforcement to previously learn concepts, which promote retention of skills.</p> <p>Staff Responsible for Monitoring: CIS Lead Teacher Principal</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 2</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 2: 100% of all Math students will achieve meets/masters grade level on the STAAR exam.

Evaluation Data Sources: STAAR Math Results
 Math CUA Data
 Common Formative Assignments
 Benchmark Data



Strategy 1 Details	Reviews
<p>Strategy 1: Provide collaborative lesson planning time through weekly content PLCs and one full day of per semester for Math teachers to develop lessons utilizing research-based, best practice to ensure success of At-Risk students, ESL students, GT/Honors students, SPED students, and students of all demographic groups.</p> <p>Strategy's Expected Result/Impact: Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 1, 2, 3, 4</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Nov November Evidence of Progress </div> <div style="display: flex; align-items: center; margin: 10px 0;">  <div style="margin-left: 20px;"> <p data-bbox="1535 639 1892 665">January Evidence of Progress</p> <p data-bbox="1415 675 1959 732">Math team received a full planning day in the first semester.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Jan January Evidence of Progress </div> <div style="display: flex; align-items: center; margin: 10px 0;">  <div style="margin-left: 20px;"> <p data-bbox="1535 794 1881 820">March Evidence of Progress</p> <p data-bbox="1535 846 1871 872">June Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> </div>






Strategy 2 Details	Reviews	
<p>Strategy 2: Math teachers will attend professional development opportunities, such as the Conference for the Advancement of Mathematics Teaching, to improve their skillset so they can better meet the diverse needs of their students.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness in order to improve student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1 - Student Learning 5, 6</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 3 Details	Reviews	
<p>Strategy 3: Math students will have access to a variety of math manipulatives, games, and materials to apply learned knowledge and skills across multiple contexts, enabling them to move between concrete and abstract, thinking, and to solve problems to the depth and rigor of the TEKS.</p> <p>Strategy's Expected Result/Impact: Enforcing difficult concepts and spiraling curriculum encourages reinforcement of previously learn concepts, which promote retention of skills.</p> <p>Staff Responsible for Monitoring: CIS Lead Teacher</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 5, 6</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		





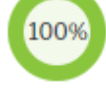




Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 3: 100% of 8th grade Science students will achieve meets/masters grade level on the STAAR exam.

Evaluation Data Sources: STAAR Science Results (Eighth Grade)
 Science CUA Data
 Science Common Formative Assignments
 Benchmark Data

Strategy 1 Details	Reviews	
<p>Strategy 1: Provide collaborative lesson planning time through weekly content PLCs and one full day of per semester for Science teachers to develop lessons utilizing research-based, best practice to ensure success of At-Risk students, ESL students, GT/Honors students, SPED students, and students of all demographic groups.</p> <p>Strategy's Expected Result/Impact: Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>



Strategy 2 Details	Reviews	
<p>Strategy 2: Science teachers will attend professional development, such as the CAST 23 conference hosted by STAT, in order to improve their skillset so they can better meet the needs of their students.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness in order to improve student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 3, 11 - School Processes & Programs 1, 2, 3, 4</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 3 Details	Reviews	
<p>Strategy 3: All 6th, 7th and 8th grade science students will have access to a variety of science based instructional materials and supplies for hands-on-learning and experiments to include technology such as adapters for iPads for science probes.</p> <p>Strategy's Expected Result/Impact: Students and hands on science programs, retain information better, and are better able to transfer experiences to other learning situations by enhancing creativity and critical thinking skills.</p> <p>Staff Responsible for Monitoring: CIS Lead Teacher Principal</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 2</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>



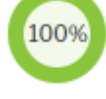


Strategy 4 Details	Reviews	
<p>Strategy 4: 8th grade Science students will participate in relevant field-based instruction in the area of science. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.</p> <p>Strategy's Expected Result/Impact: Students who participate in science field trips score better on the state science test. Field trips and hands on learning make concepts more memorable.</p> <p>Staff Responsible for Monitoring: Lead Teacher 8th Grade Science Teachers CIS</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 5 Details	Reviews	
<p>Strategy 5: Audie Murphy Middle School will add a Title I class size reduction Science Teacher to improve the academic progress of science students.</p> <p>Strategy's Expected Result/Impact: Improved STAAR Science Scores Increased Student Achievement in Science</p> <p>Staff Responsible for Monitoring: CIS Lead Science Teacher Mentor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		







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

Performance Objective 4: 100% of 8th grade Social Studies students will achieve meets/masters grade level on the STAAR exam.

Evaluation Data Sources: STAAR Social Studies Results (Eighth Grade)
 Social Studies CUA Data
 Common Formative Assignments

Strategy 1 Details	Reviews	
<p>Strategy 1: Provide collaborative lesson planning time through weekly content PLCs and one full day of per semester for Social Studies teachers to develop lessons utilizing research-based, best practice to ensure success of At-Risk students, ESL students, GT/Honors students, SPED students, and students of all demographic groups.</p> <p>Strategy's Expected Result/Impact: Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 4, 11 - School Processes & Programs 1, 2, 3, 4</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>



Strategy 2 Details	Reviews	
<p>Strategy 2: Social Studies teachers will attend professional development opportunities in order to learn and grow so they can better meet the needs of their students.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness in order to improve student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 3 Details	Reviews	
<p>Strategy 3: All 6th, 7th and , 8th grade social studies will have access to a variety of social studies based instructional materials and supplies for hands-on learning.</p> <p>Strategy's Expected Result/Impact: Instructional materials are essential to help the teacher and learners avoid overemphasis on recitation a learning that can easily dominate a social studies lesson. Resource materials will allow learners to have practical experiences which helped develop and retain skills.</p> <p>Staff Responsible for Monitoring: CIS Lead Teacher</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>


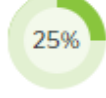

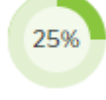




Strategy 4 Details	Reviews	
<p>Strategy 4: 7th grade Social Studies students will participate in relevant field-based instruction. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.</p> <p>Strategy's Expected Result/Impact: Students who participate in social studies field trips score better on assessments. Field trips and hands on learning make concepts more memorable.</p> <p>Staff Responsible for Monitoring: Lead Teacher 7th Grade Teachers CIS</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 number of At-Risk, economically disadvantaged, students performing below grade level, and students in special programs, including Special Education, Dyslexia, Section 504, and ESL, who made meets/masters grade level on STAAR will increase by 5%.

Evaluation Data Sources: Core Content Grades
 STAAR Results
 CUA Data
 Benchmark Data





Strategy 1 Details	Reviews	
<p>Strategy 1: Utilizing observation, classroom performance data, STAAR and CUA data, teachers will identify students in need of additional interventions such as HB4545 requirements and ACC Reading or ACC Math classes and provide the determined intervention that is supported through technology as well as instructional supplies, games, and manipulatives when appropriate.</p> <p>Strategy's Expected Result/Impact: Student failures in core subjects will decrease and STAAR scores will increase.</p> <p>Staff Responsible for Monitoring: Principal All Teachers CIS</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 10</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>







Strategy 2 Details	Reviews	
<p>Strategy 2: The dyslexia teacher will use his/her expertise to develop, plan, and implement curriculum, lesson plans, and educational programs for students with dyslexia. Dyslexia students will have access to a variety of instructional materials and supplies. The dyslexia teacher will provide a classroom library with a diverse array of book levels and genres, so students have immediate and frequent access to books to encourage reading.</p> <p>Strategy's Expected Result/Impact: Improved Student Achievement Staff Responsible for Monitoring: Dyslexia Teacher</p> <p>Title I: 2.6 Problem Statements: Demographics 1 - School Processes & Programs 1, 4</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 3 Details	Reviews	
<p>Strategy 3: Teachers will provide academic support to At-Risk and EB students specifically in literacy with emphasis on vocabulary. Teachers will implement learning strategies and lessons so At-Risk and EB students will build their academic vocabulary in the content areas.</p> <p>Strategy's Expected Result/Impact: - Increase and academic performance specifically in reading, with students reading at or above grade level. - An increase in academic performance on classroom, campus, and district assessments Staff Responsible for Monitoring: ESL Teacher CIS</p> <p>Title I: 2.4, 2.6 Problem Statements: Student Learning 5, 9</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 6: GT students at Audie Murphy Middle School will increase master status on star assessment by 10% and they're identified areas of giftedness.

Evaluation Data Sources: STAAR







Strategy 1 Details	Reviews	
<p>Strategy 1: GT Teacher will support GT students in instructional settings. GT teachers will work to provide enrichment activities to extend the student learning in order for student to meet Masters grade level standard on the STAAR test in the content areas they are identified as GT. This will also extend their Texas Performance Standards Project (TPSP) learning. Technology purchased with GT funds will only be used for GT students.</p> <p>Strategy's Expected Result/Impact: GT students will make Meets on all STAAR assessments</p> <p>Staff Responsible for Monitoring: GT Teachers CIS</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 6</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 2 Details	Reviews	
<p>Strategy 2: Selected GT students will participate in field-based instruction to extend their learning and prepare them for both STAAR and the Texas Performance Standards Project (TPSP).</p> <p>Strategy's Expected Result/Impact: GT students will see an increase in achievement and engagement.</p> <p>Staff Responsible for Monitoring: GT Teachers CIS</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 2</p>	<p>Nov N/A</p>	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>

Strategy 3 Details	Reviews	
<p>Strategy 3: GT Teachers will attend related professional development and/or conferences to gain knowledge on specific strategies to work with gifted learners to meet the diverse needs of students.</p> <p>Strategy's Expected Result/Impact: GT teachers will be able to provide enrichment activities to facilitate GT students' growth to obtain masters level on STAAR.</p> <p>Staff Responsible for Monitoring: GT Teachers CIS</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 1, 2, 3</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 7: 70% of Emergent Bilingual students will be at approaches grade level for STAAR exams, and there will be a 5% increase for students that meet/master grade level.




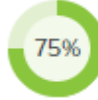
Evaluation Data Sources: STAAR Results
 CUA Data
 Benchmark Data
 TELPAS









Strategy 1 Details	Reviews	
<p>Strategy 1: Emergent Bilinguals who demonstrate challenges in literacy will have access to a variety of materials for reading to support literacy and academic achievement. This will include such resources as diverse classroom libraries, headphones, dictionaries, glossaries, vocabulary games, and instructional materials.</p> <p>Strategy's Expected Result/Impact: Resources will support and enrich the EB classroom which ultimately will improve comprehension and student achievement.</p> <p>Staff Responsible for Monitoring: EB Teacher CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 9</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 8: All AVID students will achieve college readiness skills that will prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

Evaluation Data Sources: AVID Participation Numbers
Student Interest in Post-Secondary Education



Strategy 1 Details	Reviews	
<p>Strategy 1: Students will interact with learning tasks that provide opportunities for AVID strategies WICOR.</p> <p>Strategy's Expected Result/Impact: Increased student ownership, accountability, engagement, and critical thinking skills.</p> <p>Staff Responsible for Monitoring: AVID Site Leader CIS AVID Teachers Lead Teachers</p> <p>Title I: 2.4</p> <p>Problem Statements: School Processes & Programs 2, 3, 4</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 2 Details	Reviews	
<p>Strategy 2: AVID teachers will promote school-wide AVID awareness by hosting events, such as Career Day, College Week, college visits, guest speakers, and other activities that incorporate helping students pursue interests and goals upon graduation.</p> <p>Strategy's Expected Result/Impact: Increased participate in AVID classes and overall increase in the number of students who are planning on attending a college or university after school.</p> <p>Staff Responsible for Monitoring: AVID Site Leader AVID Teachers CIS</p> <p>Title I: 2.6</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>





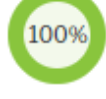
Strategy 3 Details	Reviews	
<p>Strategy 3: AVID students will participate in relevant field-based experiences, such as high school visits, KISD Career Center visits, and visits to other local universities or learning centers.</p> <p>Strategy's Expected Result/Impact: Improved student understanding of career options and high school opportunities</p> <p>Staff Responsible for Monitoring: AVID Teachers CIS Counselors</p> <p>Title I: 2.5, 2.6</p>	<p>Nov</p>  <p>Jan</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 4 Details	Reviews	
<p>Strategy 4: Students in eighth grade will create 4-year plans according to the endorsement set by TEA.</p> <p>Strategy's Expected Result/Impact: Completed 4-year plans</p> <p>Staff Responsible for Monitoring: CCR Teacher Counseling Team</p> <p>Title I: 2.5</p>	<p>Nov</p>  <p>Jan</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>
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Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

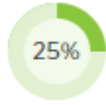




Performance Objective 1: AMMS Administrators and teaching staff will engage in professional development opportunities through campus PLCs and PD, local professional development, and book studies.

Evaluation Data Sources: Walkthrough Data
 Coaching Walk Data
 Teacher Surveys
 Discipline Data
 CUA Data

Strategy 1 Details	Reviews	
<p>Strategy 1: All teachers will collaborate in campus PLCs to review student data, set learning goals, reflecting on teaching practice, learn about new practices, and planning how to apply new learning.</p> <p>Strategy's Expected Result/Impact: PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.</p> <p>Staff Responsible for Monitoring: Lead Teachers CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2, 4</p>	<p>Nov</p>  <p>25%</p>	<p>November Evidence of Progress</p>
	<p>Jan</p>  <p>50%</p>	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>

Strategy 2 Details	Reviews	
<p>Strategy 2: Lead teachers will facilitate weekly meetings with content teachers to collaboratively plan and disaggregate data in addition to meeting as needed with campus leadership to collaboratively plan for needed resources and instructional support.</p> <p>Strategy's Expected Result/Impact: Lead teachers will facilitate support for campus and district initiatives with their content teams.</p> <p>Staff Responsible for Monitoring: CIS Assistant Principal Lead Teachers Principal</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 3 Details	Reviews	
<p>Strategy 3: Add a second Campus Instructional Specialist will be added to help facilitate instructional effectiveness, mentor new teachers, and coordinate curriculum development so that the learning needs of students can be met through the implementation of the district curriculum and effective Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Improved Instruction Increased Student Achievement Increased Teacher Retention</p> <p>Staff Responsible for Monitoring: CIS Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2, 3, 4</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>





Strategy 4 Details	Reviews	
<p>Strategy 4: Our campus will implement Coaching Walks for systematic instructional improvement through the Gradual Release of Responsibility Instructional Framework.</p> <p>Strategy's Expected Result/Impact: Overall instructional improvement campus-wide</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals CIS</p> <p>Title I: 2.4</p> <p>Problem Statements: School Processes & Programs 4</p>	<p>Nov N/A</p>	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 5 Details	Reviews	
<p>Strategy 5: New teachers will attend New Teacher Induction during the summer and be assigned a campus-level mentor to provide ongoing support and mentorship.</p> <p>Strategy's Expected Result/Impact: Positive impact on student achievement and better retention quality teachers</p> <p>Staff Responsible for Monitoring: CIS Mentor Teachers Principals</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 1</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p> 	<p>June Evidence of Progress</p>









Strategy 6 Details	Reviews	
<p>Strategy 6: Attend a conference, such as the Solution Tree PLC conference, that includes, informative sessions and hands-on workshops in order to learn best practices, enhance the curriculum and increase collaborative teacher planning effectiveness.</p> <p>Strategy's Expected Result/Impact: Improved Tier I Instruction Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Principals CIS Lead Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 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>March Evidence of Progress</p> <p>June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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: Build a culture and climate where teachers love their job and students thrive in school.

Evaluation Data Sources: Staff Surveys
Staff Retention Data



Strategy 1 Details	Reviews	
<p>Strategy 1: Continue the faculty and staff club which honors and celebrates faculty and staff on birthdays, school anniversaries, new family members, and just because.</p> <p>Strategy's Expected Result/Impact: Increased Staff Morale Improved Staff Retention Data</p> <p>Staff Responsible for Monitoring: Leadership Team SBDM</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
	Strategy 2 Details	Reviews
	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>



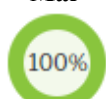


Strategy 3 Details	Reviews	
<p>Strategy 3: To boost staff morale, a cart (treat trolley) will deliver treats or surprises to staff monthly. Treats and surprises may also be distributed at meetings, professional development, or in office boxes. Daily coffee and treats are also offered in the main lounge.</p> <p>Strategy's Expected Result/Impact: Improved Staff Morale Increased Staff Retention</p> <p>Staff Responsible for Monitoring: Leadership Team</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 4 Details	Reviews	
<p>Strategy 4: Creation and implementation of duty schedules and daily schedules maximize instructional planning time for teachers and staff so that there is ample time for teaching and learning.</p> <p>Strategy's Expected Result/Impact: Improved teacher satisfaction and reduction of teacher burn out</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
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Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.









Performance Objective 1: Key partnerships with families and community members will be created to support student learning, creating structures for two-way communication, reporting regular updates on student progress, and creating regular opportunities to engage with the school and participate in school functions.

Evaluation Data Sources: Parent Surveys
Participation Numbers
Volunteer Hours

Strategy 1 Details	Reviews	
<p>Strategy 1: AMMS will engage families and community members in student learning through a variety of parent engagement activities, workshops, and stakeholder meetings.</p> <p>Strategy's Expected Result/Impact: Increase in parental and community involvement</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1, 2</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>

Strategy 2 Details	Reviews	
<p>Strategy 2: The principal will host an annual Title I Annual Parent Meeting to inform parents of their school's participation in the title one program, discuss the parent and Family Engagement Policy and Home school Compact, and explain our TEKS and Title I Program Evaluation.</p> <p>Strategy's Expected Result/Impact: Informed Parents Increased Parental Involvement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 3 Details	Reviews	
<p>Strategy 3: AMMS will provide and implement effective parent, family, and community engagement activities to parents of English Language Learners/Emergent Bilingual students that are above and beyond other federal programs.</p> <p>Strategy's Expected Result/Impact: Increased ESL/EB Parent Participation</p> <p>Staff Responsible for Monitoring: Principal LPAC Coordinator ESL Teacher</p> <p>Title I: 2.6, 4.2</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>





Strategy 4 Details	Reviews	
<p>Strategy 4: A Parent Liaison will help to assist the principal in establishing and maintaining the relationship between parents, teachers, and volunteers at the campus by providing them with materials and programs designed to increase parental involvement and improve student achievement.</p> <p>Strategy's Expected Result/Impact: Increased Parental Involvement Improved Student Achievement</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>Title I: 2.5, 2.6, 4.2</p> <p>Problem Statements: Perceptions 1, 2</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 5 Details	Reviews	
<p>Strategy 5: Our Communities in Schools (CIS) directors will work with students by providing health and human services, guidance and counseling, parental and family engagement, academic support, college and career awareness, and a variety of other enrichment activities.</p> <p>Strategy's Expected Result/Impact: Increased Student & Parent Support</p> <p>Staff Responsible for Monitoring: Communities in Schools (CIS) Directors</p> <p>Title I: 2.5, 4.2</p> <p>Problem Statements: Perceptions 1, 2</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>








Strategy 6 Details	Reviews	
<p>Strategy 6: Our Military Family Life Counselor (MFLC) is trained to work with the military community by delivering valuable face-to-face counseling services, as well as by phone and video. The MFLC also provides group support with briefings and topic-specific presentations to the military community both on and off the installation.</p> <p>Strategy's Expected Result/Impact: Increased Student & Parent Support</p> <p>Staff Responsible for Monitoring: MFLC</p> <p>Title I: 2.5, 4.2</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 7 Details	Reviews	
<p>Strategy 7: Communication between home and school will include AMMS Facebook, AMMS Instagram, a monthly parent newsletter, and the district approved communication system.</p> <p>Strategy's Expected Result/Impact: Increased Student & Parent Involvement Improved Parent Clarity</p> <p>Staff Responsible for Monitoring: Principal Receptionist</p> <p>Problem Statements: Perceptions 1</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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: AMMS will use a variety of positive and proactive student discipline techniques, such as Restorative Practices, to meet the behavioral and academic needs of individual students.

Evaluation Data Sources: Restorative Practices Implementation
Discipline Referrals









Strategy 1 Details	Reviews	
<p>Strategy 1: AMMS staff will implement Restorative Practices to empower students to learn from their mistakes, to understand the impact of their actions, and to grow personally in their ability to problem-solve and make responsible decisions.</p> <p>Strategy's Expected Result/Impact: Increased Restorative Practices Across the Campus Decreased Discipline Referrals Improved Problem-Solving Abilities Stronger Student to Student Relationships</p> <p>Staff Responsible for Monitoring: Assistant Principals SEL Specialist</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 2, 3</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 2 Details	Reviews	
<p>Strategy 2: A Restorative Interventionist Aide will support students in the implementation of Restorative Practices. The Restorative Interventionist Aide will proactively intervene in the behavioral needs of students through Behavior Response to Intervention (RTI) to establish a safe and supportive school climate.</p> <p>Strategy's Expected Result/Impact: Decrease in Student Behaviors Increased Classroom Instructional Time</p> <p>Staff Responsible for Monitoring: Restorative Interventionist Aide Assistant Principals RtI Coordinator</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 2</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>

Strategy 3 Details	Reviews	
<p>Strategy 3: AMMS will be assigned a School Behavioral Health (SBH) worker to provide an array of integrated services such as one-on-one therapy, meditation and other non-clinical wellness services, as well as peer-to- peer youth support groups and programs.</p> <p>Strategy's Expected Result/Impact: Improved Student Mental Health Increased Learning Time Decrease in Behaviors</p> <p>Staff Responsible for Monitoring: SBH Principal</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 2</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 4 Details	Reviews	
<p>Strategy 4: A group of specifically chosen, at-risk students will be taught emotional intelligence and leadership skills through a variety of presentations, to include Challenge Day, in either a face-to-face or virtual environment. Students will gain an improved understanding of other peoples' experiences, how actions affect others, self-management, and healthy self-expression. These activities will build positive relationships among students and staff, which directly impacts student achievement.</p> <p>Strategy's Expected Result/Impact: Improved behavior, attendance, and participation in academic courses and school activities.</p> <p>Staff Responsible for Monitoring: AMMS Administration</p> <p>Problem Statements: Demographics 2, 3</p>	<p>Nov N/A</p>	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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 2: AMMS will create and maintain an orderly environment and an atmosphere of safety for students, staff, families, and community.







Evaluation Data Sources: Improved Safety Standards

Strategy 1 Details	Reviews	
<p>Strategy 1: AMMS will conduct all safety drills in accordance to district requirements to ensure all students and staff are knowledgeable of emergency operation procedures.</p> <p>Strategy's Expected Result/Impact: School Safety Compliance</p> <p>Staff Responsible for Monitoring: Principal Safety Officer</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 2 Details	Reviews	
<p>Strategy 2: AMMS has a Behavioral Threat Assessment Team to provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs.</p> <p>Strategy's Expected Result/Impact: Maximized Student/Staff Safety</p> <p>Staff Responsible for Monitoring: Threat Assessment Team Members</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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 3: The SEL Specialist will provide supplemental social and emotional services related to the academic and social needs of identified at-risk and educationally disadvantaged students in order to increase the capacity so that students benefit from the instructional program, meet state academic standards, and achieve post secondary goals.







Evaluation Data Sources: Improved Academic Success
Improved STAAR Scores

Strategy 1 Details	Reviews	
<p>Strategy 1: The SEL Specialist will support the social, emotional, and learning needs of students by planning, organizing, implementing, and delivering classroom guidance activities.</p> <p>Strategy's Expected Result/Impact: Increased Classroom Instructional Time Decreased Discipline Referrals Improved Student Mental Health</p> <p>Staff Responsible for Monitoring: School Behavioral Health Principal</p> <p>Title I: 2.5</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 1: AMMS will be fiscally responsible for all budgetary accounts.

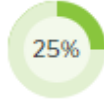





Evaluation Data Sources: Financial Documents and Accounts

Strategy 1 Details	Reviews	
<p>Strategy 1: The principal and financial secretary will meet weekly to discuss financial issues.</p> <p>Strategy's Expected Result/Impact: Budget fidelity</p> <p>Staff Responsible for Monitoring: Principal Secretary Principal</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

Performance Objective 2: Through SBDM, many significant decisions at the campus level will benefit from a consideration of the perspectives of all stakeholders. These decisions involve administrators, teachers, parents, business representatives and community members as partners in the business of increasing student achievement.

Evaluation Data Sources: SBDM Minutes and Meeting Logs

Strategy 1 Details	Reviews	
<p>Strategy 1: The SBDM committee will meet at least six times per year to collectively make campus-level decisions.</p> <p>Strategy's Expected Result/Impact: SBDM decisions will help ensure fiduciary responsibility and improve student achievement.</p> <p>Staff Responsible for Monitoring: Principal SBDM Committee</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		