

**Killeen Independent School District**  
**Peebles Elementary School**  
**2023-2024 Formative Review with Notes**



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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:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, at least 70% of all students and student groups will meet or exceed the standard on campus, district and state assessments in reading.



**Evaluation Data Sources:** CIRCLE



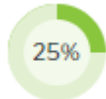

CUA



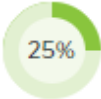





TELPAS

MAP

STAAR

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will utilize reading, writing, and vocabulary materials, including software licenses, and instructional materials, to support research-based practices and instructional models that meet the needs of all students to demonstrate academic achievement across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR, F&amp;P, CUA, and MAP data.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Admin.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Software licenses have been purchased and in use.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Teachers have been implementing software licenses and district-issued materials daily during instruction.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> The librarian will provide small group support for students struggling in reading. This includes integrating visual aides, academic vocabulary games and hands-on tasks. Additional targeted support will be provided to white and special education student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024 student achievement in reading as measured by curriculum assessments, MAP, EOY Circle, and STAAR will show student performance at 75% or higher.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Rotating schedule has been implemented.</p> <p> 25%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> A rotating schedule has been implemented and is conducted weekly.</p> <p> 50%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Each grade level will have a scheduled time where teachers and other professionals will work with small groups during intervention time in reading on targeted areas. This will include targeted instruction for students who continue to experience learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> By implementing daily small group instruction/remediation, there will be an improvement in student growth/achievement evidenced by CUA, MAP, and STAAR data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> The master schedule has set time for intervention for each grade level.</p> <p> 25%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> The master schedule has a set time for intervention for each grade level. During that time, teachers and other professionals work with small groups in targeted areas.</p> <p> 50%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Students will improve mastery of reading by engaging with challenging leveled materials presented in multiple formats during small group reading. Students will use these rigorous materials to practice and apply the content vocabulary learned and improve literacy skills across content areas to spiral and support reading.</p> <p><b>Strategy's Expected Result/Impact:</b> These materials will give students materials to apply learned vocabulary with rigorous reading that can be scaffold by teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 8</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>IRA and libraries in classrooms are put in place for each classroom.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Student engage with shared reading, IRA and classrooms libraries using on grade level materials.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> The grade level teams will provide ELAR support to students by implementing the TRS curriculum with fidelity. They will employ research-based best practices which include graphic organizers, word walls, leveled literacy intervention and anchor charts to enhance learning and student understandings of learning standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Reading and Writing scores on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Word walls, LLI, and district lesson plans are in place for all classrooms.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Teachers use TRS curriculum and district-provided lesson plans to include word walls, LLI, graphic organizers and anchor charts.</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 </div>	<div>  100% Accomplished </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:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, at least 70% of all students and student groups will meet or exceed the standard on campus, district and state assessments in science.

**Evaluation Data Sources:** CIRCLE  
CUA  
MAP  
STAAR

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Students in grades PK-4 will participate in hands-on science experiments a minimum of once per week. Fifth-grade students will participate in hands-on science experiments multiple times per week. Teachers will use high yield resources such as graphic organizers, academic vocabulary word walls, anchor charts, and manipulatives to enhance science instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to access the science curriculum easier and show increased scores on CUA, MAP, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p>	<div><div>Nov</div><div><div><div></div><div>25%</div></div></div><div>November Evidence of Progress</div><div>Lab is open for all teachers, CIS's get lab ready for all grade levels.</div></div> <div><div>Jan</div><div><div><div></div><div>50%</div></div></div><div>January Evidence of Progress</div><div>Lab is open for all teachers, CIS's get lab ready for all grade levels.</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will use interactive video software licenses to supplement instruction and provide students with increased opportunities to engage with science content for the purpose of increasing science conceptual development and content knowledge.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on science assessments and students will be prepared for 5th-grade science assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Admin.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Software videos have been purchased and are in use by the teachers.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>BrainPop, Discovery Education, PebbleGo and StemScopes daily.</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 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will provide meaningful learning experiences for all students in the area of science instruction. Students' scientific background knowledge and engagement will be improved through quality educational experiences outside of the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on science assessments and students will be prepared for 5th-grade science assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Admin.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Field trips have been planned for most of the grade levels for the 1st semester.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Field trips have been planned for most of the grade levels for the 2nd semester.</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  Continue/Modify  Discontinue </div>	





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







**Performance Objective 3:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, at least 70% of all students and student groups will meet or exceed the standard on campus, district and state assessments in math.

**Evaluation Data Sources:** CIRCLE  
CUA  
TELPAS  
MAP  
STAAR

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> The campus will provide small group support during math intervention time for students struggling in math. This includes integrating visual aides, academic vocabulary games, and hands-on tasks.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2023 student achievement in math as measured by curriculum assessments, MAP, EOY Circle, and STAAR will show student performance at 75% or higher.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Admin.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 5</p>	<div><div><div>Nov</div><div><div></div><div>25%</div></div></div><div><b>November Evidence of Progress</b> Students are pulled daily by interventionist and for interventions.</div></div> <div><div><div>Jan</div><div><div></div><div>50%</div></div></div><div><b>January Evidence of Progress</b> Students are pulled daily by interventionist and for interventions.</div></div> <div><div><div>Mar</div></div><div><b>March Evidence of Progress</b></div></div> <div><div><div>June</div></div><div><b>June Evidence of Progress</b></div></div>



Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> In order to increase achievement in reading and math comprehension, teachers will teach a daily GRR lesson using the CFA 2.0 design process in grades PK-5. There will be spiral instruction on TEKS not mastered by students in small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on assessments as indicated on CUAs, MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Admin and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4, 5, 8</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Teachers are using LPC for lesson plans.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Teachers are using LPC for lesson plans.</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 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will implement a common Math spiral review that aligns with the new state standards in grades 1st through 5th.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in CUA scores</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS, and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 5, 8</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Teachers are using Lonestar on the daily.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Teachers are using Lonestar on the daily.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>





Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> In order to increase achievement in math, teachers will provide students with opportunities for critical thinking (problem of the day) and use math manipulatives for concrete instruction to introduce new concepts and spiral difficult concepts through guided math strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to use strategies and concrete models to retain information learned in math.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4, 5, 8</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Problem of the day is used daily/</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Problem of the day is used daily.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div>  No Progress  Accomplished </div>	<div>  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:** By providing additional classroom support along with strategies and initiatives to strengthen the instructional core, at least 80% of all students and student groups will meet or exceed the standard on campus, district and state assessments in reading, writing, science, and math.

**Evaluation Data Sources:** CIRCLE  
CUA  
TELPAS  
MAP  
STAAR

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Curriculum Instructional Specialists will coach teachers on research based lesson planning, model expert instruction, mentor new teachers, observe instruction, and provide specific feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024 student achievement in reading, writing, science, and math as measured by curriculum assessments, MAP, EOY Circle, and STAAR will show student performance at 75% or higher.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Admin.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 3</p>	<div><div><div>Nov</div><div><div></div><div>25%</div></div></div><div>November Evidence of Progress</div><div>CIS's are available to the teachers for model lessons and for coaching.</div></div> <div><div><div>Jan</div><div><div></div><div>50%</div></div></div><div>January Evidence of Progress</div><div>CIS's and instructional coach are available to the teachers for model lessons and for coaching.</div></div> <div><div><div>Mar</div></div><div>March Evidence of Progress</div></div> <div><div><div>June</div></div><div>June Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Struggling students will receive interventions in math, reading, and science based on MAP data and teacher recommendation. Additional targeted support will be provided to white and special education student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024 student achievement in reading writing, math, and science as measured by curriculum assessments, MAP, EOY Circle, and STAAR will show student performance at 75% or higher.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS, Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Interventions are on the master schedule for all teachers to have time for implementation.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Interventions are on the master schedule for all teachers to have time for implementation.</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 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will pre-teach academic content whenever possible. The ELL teacher will collaborate with regular education classroom teachers to ensure that the vocabulary and literacy skills taught in small groups are transferring to classwork in the regular education classroom. Additional practice with vocabulary and academic language will be provided using online resources.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024 student achievement in reading writing, math, and science as measured by curriculum assessments, MAP, EOY Circle, and STAAR will show student performance at 75% or higher.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CIS Admin</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 1, 2, 3, 8</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>ESL teacher pulls out students on daily basis.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>ESL teacher pulls out students on daily basis.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Gifted and talented students will participate in pull-out enrichment each week that will focus on critical thinking, problem-solving and activities which promote a high-level of rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will plan and create projects that meet the state GT standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher CIS Administrators</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>GT students are pulled weekly by the librarian.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>GT students are pulled weekly by the librarian.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Counselors will provide experiences to encourage career readiness, discourage dropouts, and build background experiences for students. Community members will be invited to participate in a career day for intermediate students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' background knowledge in college and career awareness as measured by student participation in career readiness events.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CIS Administrators</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Counselors have a weekly schedule were they go into the classrooms as well as pull out small group.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>Counselors have a weekly schedule were they go into the classrooms as well as pull out small group.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> To increase reading achievement for at-risk students in PK-5 grades, Interventionist teacher will provide intensive small group instruction that addresses learning gaps and supports the depth and rigor of the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional targeted support will be provided to increase the grade-level standard for CUA, MAP, and STAAR data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2, 3</p>	<div> <div>Nov</div> <div>  <div>30%</div> </div> <div>November Evidence of Progress</div> <div>Interventionist pulls students during intervention time as well as pushes into classrooms for extra support.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>Interventionist pulls students during intervention time as well as pushes into classrooms for extra support.</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 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 5:** By June 2024, Peebles ES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

**Evaluation Data Sources:** tutoring logs, state and local assessment data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin and CIS</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 8, 9</p>	<div><div>Nov</div><div><div></div><div>15%</div></div><div>November Evidence of Progress</div><div>Put in place for some student's starting in late November</div></div> <div><div>Jan</div><div><div></div><div>50%</div></div><div>January Evidence of Progress</div><div>Put in place for some student's starting in late January.</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>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>	







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

**Performance Objective 1:** By June 2024, 100% of professional staff members will participate in PLCs and on and/or off campus-based learning.

**Evaluation Data Sources:** PLC and professional development records. Walk-through information, lesson plan analysis, staff and student surveys.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will participate in a 55 minute PLC each week. Teachers will meet in PLCs to discuss math and reading achievement. Teachers will use data from MAP, informal assessments, and reading records to create groups in order to integrate instruction with authentic reading and writing so students learn how to apply literacy strategies and skills. Through collaborative PLC time they will discuss improvements and concerns and refocus instruction based on the findings. Professional development will focus on building the capacity of teachers and leaders to engage in this important work.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher efficacy will improve as evidenced by student performance on CUAs, TELPAS, MAP, CIRCLE, &amp; STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, Admin.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<div><div>Nov</div><div><div>25%</div></div><div>November Evidence of Progress</div><p>Teachers meet with administrators weekly for PLC. LLI training has been given to all staff members as well as data binders for teachers to track their students' data. Writing strategies, such as ARACE, have been taught and implemented. Intervention groups have been created based on student data.</p></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div><p>Weekly PLC, data protocol after each CUA, when MAP data is collected it drives our strategies. Empowering Writers PD was provided to 3-5.</p></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>










Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Administrators and teachers will collaboratively learn about and use CFA 2.0 documents to establish learning progressions for literacy and math for each unit of study.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher efficacy will improve as evidenced by student performance on CUAs, TELPAS, MAP, CIRCLE, &amp; STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 3, 4</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>CFA was introduced during grade level PLC's.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>CFA PLC grade levels plan on Mondays</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div>  No Progress  Accomplished </div>	<div>  Continue/Modify  Discontinue </div>





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

**Performance Objective 2:** By June 2024, 100% of administration and professional staff will attend staff development throughout the year to increase student achievement and rigor in the classroom.

**Evaluation Data Sources:** STAAR EOY Universal Screens

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Develop tiered/differentiated coaching model to increase teacher instructional effectiveness through book study, peer coaching, micro-professional development, and conferences throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity to implement district initiatives and researched based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  Administrators perform walkthroughs and use the coaching model to follow up with teachers. Professional development was given based on campus needs such as LLI, stations, and Schoology assessments. <p><b>Jan</b> <b>January Evidence of Progress</b></p>  PD have been planned for the first week of Feb. as well as PD in January. <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will use TRS, Lead4ward maps, MAP data and other resources to write learning targets and collaborate to develop lessons for all children. Thoughtful planning is critical and must occur collaboratively in order to support the shared vision about providing more rigorous lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration. Information from universal screens.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  Teachers use district plans and change them as needed based on classroom needs. <p><b>Jan</b> <b>January Evidence of Progress</b></p>  Teachers use district plans and change them as needed based on classroom needs. <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Administrative staff and teachers will attend giftED23 conference. Upon return, the participants will share the learning with others and implement effective differentiated instruction for GT/high achieving students.</p> <p><b>Strategy's Expected Result/Impact:</b> Rise in identification of gifted and talented students on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS GT teachers</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 2</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> <div>Conference has not happened yet.</div> </div> <div> <div>Jan</div> <div></div> <div>January Evidence of Progress</div> <div>The staff has gone and brought information back to other gifted and talented teachers.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Administrative staff and teachers will attend Lead4Ward conferences. Upon return, the participants will share the learning with others and implement effective PLC practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction will lead to higher student achievement on CUA, MAP, STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> <div>Has not occurred yet.</div> </div> <div> <div>Jan</div> <div></div> <div>January Evidence of Progress</div> <div>Lead4ward has been paid for and 12 teachers will attend in Feb.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>









Strategy 5 Details	Reviews												
<p><b>Strategy 5:</b> Teachers, assistant principal, and principal will attend the 23-24 TEKS Resource conference, reading and writing conferences provided by local service centers such as Region 12 in order to develop deeper understandings to increase student achievement. Teachers will work to develop and facilitate collaborative grade level learning practices and strategies across vertical and horizontal instructional learning teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction will lead to higher student achievement on CUA, MAP, and STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<table> <tr> <td><b>Nov</b></td><td><b>November Evidence of Progress</b></td></tr> <tr> <td>N/A</td><td>Has not occurred yet</td></tr> <tr> <td><b>Jan</b></td><td><b>January Evidence of Progress</b></td></tr> <tr> <td>N/A</td><td>Has not occurred yet</td></tr> <tr> <td><b>Mar</b></td><td><b>March Evidence of Progress</b></td></tr> <tr> <td><b>June</b></td><td><b>June Evidence of Progress</b></td></tr> </table>	<b>Nov</b>	<b>November Evidence of Progress</b>	N/A	Has not occurred yet	<b>Jan</b>	<b>January Evidence of Progress</b>	N/A	Has not occurred yet	<b>Mar</b>	<b>March Evidence of Progress</b>	<b>June</b>	<b>June Evidence of Progress</b>
<b>Nov</b>	<b>November Evidence of Progress</b>												
N/A	Has not occurred yet												
<b>Jan</b>	<b>January Evidence of Progress</b>												
N/A	Has not occurred yet												
<b>Mar</b>	<b>March Evidence of Progress</b>												
<b>June</b>	<b>June Evidence of Progress</b>												
<div>  No Progress         </div>	<div>  Accomplished         </div> <div>  Continue/Modify         </div> <div>  Discontinue         </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:** By June 2024, at least 50% of parents will participate in parent engagement event activities at Peebles ES.

**Evaluation Data Sources:** Sign-in sheets for school events involving families.





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> The parent liaison will conduct parent English classes for bilingual parents and Little Panthers (preschool) literacy classes. Provide parents monthly curriculum newsletters that spotlights attendance and work alongside the principal to coordinate community and parent involvement activities school-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent/Community involvement in school activities will show at least 10% parent participation in each campus event. As documented in Parent/Community participation logs.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Teachers Administrators</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b>  <b>November Evidence of Progress</b> The parent liaison has coordinated parent volunteer meetings on Tuesdays. She also offers Little Panthers literacy classes. Assists parents in filling out paperwork.</p> <p><b>Jan</b>  <b>January Evidence of Progress</b> The parent liaison has coordinated parent volunteer meetings on Tuesdays. She also offers Little Panthers literacy classes. Assists parents in filling out paperwork.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> The campus will host the Title 1 Annual Meeting in the fall and meetings to review and revise the Parent and Family Engagement Policy and Home School Compact in the spring. Meetings will be held on two different days and at two different times to encourage maximum participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent/Community involvement will remain consistent as compared to prior school year as documented in Parent/Community participation logs.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, Admin</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b>  <b>November Evidence of Progress</b> The fall Title 1 meeting was conducted prior to Multicultural Night.</p> <p><b>Jan</b>  <b>January Evidence of Progress</b> Barn Dance, Trick or Treat and Reading night have all been done.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> The campus will use the Blackboard Connect system and the school's Facebook page to alert parents to upcoming or important information/events. Classroom information sent home weekly in the Wednesday folder. Parents will be invited to semester award ceremonies to recognize student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024, the number of students who arrive late to school will decrease by 5% when compared to previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Secretary, Parent Liaison, Admin.</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> School communication to parents are sent via Blackboard Connect system messages, monthly parent newsletter and Peebles Facebook page. Weekly communication is provided to parents in the Wednesday folders.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> School communication to parents are sent via Blackboard Connect system messages, monthly parent newsletter and Peebles Facebook page. Weekly communication is provided to parents in the Wednesday folders.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Peebles will invite the parents and the community to participate in events such as reading night, math and science night, multicultural night, and parent meetings, including those specific to the needs of the parents of our English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent/Community involvement will show at least 10% parent participation in each campus event as documented in Parent/Community participation logs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Admin.</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Parent engagement nights: multicultural night and fall festival, fall conferences, and Meet the Teacher.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Parent engagement nights: reading night, barn dance and trunk or treat have all been completed.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

**Goal 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:** By June 2024 school year, discipline referrals will decrease by 5% compared to previous year.









**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Peebles staff will implement Restorative Practices to include Respect Agreements. Discipline referrals will include restorative practices that were or will be implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> Result/Impact By June 2024, discipline referrals will decrease by 5%. Students' sense of belonging to the community will increase student self-regulation, increase time on task, and decrease disruptions to instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Counselors, Admin.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers have respect agreements posted and morning circle are included in daily schedule</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers have respect agreements posted and morning circle are included in daily schedule</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will conduct Restorative Practices morning community circles with students on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024, discipline referrals will decrease by 5%. Students' sense of belonging to the community will increase student self-regulation, increase time on task, and decrease disruptions to instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Counselors, Admin.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Built into Master schedule</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Built into Master schedule</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Peebles staff will continue to hold monthly Campus Conduct Committee meetings to analyze trends and data from discipline referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024, discipline referrals will decrease by 5%. Students' sense of belonging to the community will increase student self-regulation, increase time on task, and decrease disruptions to instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Counselors, Admin.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<div> <div>Nov</div> <div>  <div>25%</div> </div> <div>November Evidence of Progress</div> <div>Meets once a month and collaborate with team members.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>Meets once a month and collaborate with team members.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> School counselors will provide whole, small group, and/or individual guidance lessons focused on building character, preventing bullying, and promoting safe student interactions.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024 school year, discipline referrals will decrease by 5% compared to previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Admin.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<div> <div>Nov</div> <div>  <div>25%</div> </div> <div>November Evidence of Progress</div> <div>Counselors go into classrooms bimonthly to conduct lessons. SEC pulls small groups daily.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>Counselors go into classrooms bimonthly to conduct lessons. SEC pulls small groups daily.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>



Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> RTI Coordinators and Special Education administrators will conduct periodic Response to Intervention meetings, 504 meetings, and ARDs to monitor students' academic and behavioral progress.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024, the number of students who receive interventions will decrease by 5% when compared to previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, RTI Coordinator, Admin.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1</p>	<div> <div>Nov</div> <div>  <div>30%</div> </div> <div>November Evidence of Progress</div> <div>Teachers and SPED teachers are in consistent contact with having meetings about student's grades and behaviors.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>Teachers and SPED teachers are in consistent contact with having meetings about student's grades and behaviors.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Students with exemplary character and/or behavior will be recognized at Student of the Month parent luncheons. Their certificates and pictures will be showcased in the main lobby's display case. These students will also be recognized on the morning announcements.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024 school year, discipline referrals will decrease by 5% compared to previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Counselors, Admin.</p> <p><b>Title I:</b> 2.5</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<div> <div>Nov</div> <div>  <div>25%</div> </div> <div>November Evidence of Progress</div> <div>Each month teachers select students and certificates, luncheons, and announcements are made at the beginning of each month.</div> </div> <div> <div>Jan</div> <div>  <div>55%</div> </div> <div>January Evidence of Progress</div> <div>Each month teachers select students and certificates, luncheons, and announcements are made at the beginning of each month.</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 7 Details	Reviews
<p><b>Strategy 7:</b> Students with exemplary character and/or behavior will be able to become a student ambassador. Students ambassadors will meet regularly throughout the year with the counselor and other staff to work on leadership and service activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Admin</p> <p><b>Title I:</b> 2.5</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Students meet bi-monthly with the counselors and hold leadership within the school.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Students meet bi-monthly with the counselors and hold leadership within the school.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Campus wide measures and attendance incentives will be implemented to reduce student absences and tardies during the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> As evidenced by, student attendance rates greater than 95% for each 9 weeks, and BOY, MOY, and EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Admin and Teachers</p> <p><b>Title I:</b> 2.5</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 2 bikes were donated by Academy to be raffled off at each semester.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 1 bike was raffled of during 1st semester awards.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

**Goal 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:** Peebles Elementary will remain compliant in creating and maintaining a viable safety plan keeping all students and staff safe. Furthermore, Peebles Elementary will provide for the emotional and physical well-being of all students and staff.





**Evaluation Data Sources:** Drill logs, classroom inventories, agendas, sign-in sheets, lesson plans

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Campus will conduct and report monthly/quarterly safety drills per district requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will respond to emergency situations per campus training, ensuring the safety of all staff and students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<div><div>Nov</div><div>November Evidence of Progress</div><div><div>25%</div><div>All drills have been added to the calendar and conducted up to date.</div></div></div> <div><div>Jan</div><div>January Evidence of Progress</div><div><div>50%</div><div>All drills have been added to the calendar and conducted up to date.</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><b>Strategy 2:</b> All students will participate in moderate to vigorous physical fitness activities on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024, students will meet or exceed the health fitness standards on the state-mandated Fitness Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Admin</p> <p><b>Title I:</b> 2.5</p>	<div><div>Nov</div><div>November Evidence of Progress</div><div><div>30%</div><div>Students have 15 min of recess and go to PE on a daily basis.</div></div></div> <div><div>Jan</div><div>January Evidence of Progress</div><div><div>50%</div><div>Students have 15 min of recess and go to PE on a daily basis.</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>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</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 2024, Peebles' staff will strictly follow outlined fiscal procedures for local, federal, and activity funds.

**Evaluation Data Sources:** Successful Audit

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Our SBDM committee will continue to be an integral part of determining campus goals and the allocation of campus funds. The SBDM committee will monitor progress on campus goals and recommend adjustments to the CIP to meet campus needs.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2023, Peebles will effectively manage resources and operations so that students and staff learning are maximized.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, SBDM Committee</p>	<div><div>Nov</div><div>25%</div><div>November Evidence of Progress</div><div>Ms. Davis follows district policies when handling funds, reports, and documentation of funds. Staff is given receipts of deposited funds. Ms. Davis follows the steps for requisitions and notifies Ms. Bodon when approval is needed.</div></div> <div><div>Jan</div><div>50%</div><div>January Evidence of Progress</div><div>Ms. Davis follows district policies when handling funds, reports, and documentation of funds. Staff is given receipts of deposited funds. Ms. Davis follows the steps for requisitions and notifies Ms. Bodon when approval is 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 2 Details	Reviews
<p><b>Strategy 2:</b> Peebles staff will follow campus procedures to ensure efficient and accurate accountability of campus activity funds.</p> <p><b>Strategy's Expected Result/Impact:</b> Peebles will pass the annual audit of campus activity funds.</p> <p><b>Staff Responsible for Monitoring:</b> Financial Clerk, Principal</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<div><div>Nov</div><div>25%</div><div>November Evidence of Progress</div><div>Ms. Davis follows district policies when handling funds and documentation of funds. Staff is given receipts of deposited funds.</div></div> <div><div>Jan</div><div>50%</div><div>January Evidence of Progress</div><div>Ms. Davis follows district policies when handling funds and documentation of funds. Staff is given receipts of deposited funds.</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Performance Objective 2:** Through efficient and effective management of resources and operations, campus resources will be maximized to meet ALL local, state, and federal requirements.

**Evaluation Data Sources:** Local, State, Federal Requirements

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> The campus will engage in an Effective Schools Framework (ESF) school diagnostic to support the continuous improvement of our campus. The instructional core at Peebles will be strengthened and supported by strategic staffing, high-quality instructional materials and assessments, and positive school culture. Strong school leadership and careful planning encompass and ensure each of these levers.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear vision, improved student achievement, continuous improvement</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 9</p>	<div><div><div>Nov</div><div><div>20%</div></div></div><div>November Evidence of Progress</div><div>Resources have been provided as needed. Assessment data is discussed as a grade level through the data protocol. The Sunshine Committee works with staff to develop a positive culture. Some instructional materials are still needed.</div></div> <div><div><div>Jan</div><div><div>50%</div></div></div><div>January Evidence of Progress</div><div>Resources have been provided as needed. Assessment data is discussed as a grade level through the data protocol. The Sunshine Committee works with staff to develop a positive culture. Some instructional materials are still needed.</div></div> <div><div><div>Mar</div></div><div>March Evidence of Progress</div></div> <div><div><div>June</div></div><div>June Evidence of Progress</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>	