

Killeen Independent School District
Willow Springs Elementary
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 June 2024, there will be an increase of at least 10% in all students scoring "Meets" or higher on reading STAAR and state reading assessments by using standards-based, aligned instruction implemented and delivered through the Gradual Release of Responsibility instructional model with progress monitoring.

HB3 Goal

Evaluation Data Sources: District CUAs
 Campus Common Assessments
 Universal Screeners
 STARR Data

Strategy 1 Details	Reviews
<p>Strategy 1: Administrators will collaborate with teachers utilizing the KISD unit planning process and documents to internalize lessons that are aligned with the standards, created language objectives, and progression charts.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in reading</p> <p>Staff Responsible for Monitoring: Principal APs CISs District Instructional Coach</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 5 - School Processes & Programs 1, 5</p>	<p>Nov November Evidence of Progress</p> <p> CIS and/or administrators plan with teachers regularly. The district-level coach also plans with the teachers at least 90 minutes a week. Teachers are still practicing internalization.</p> <p>Jan January Evidence of Progress</p> <p> Grade-level planning has been scheduled for January 2024, in which the CIS and Instructional Coach will be in attendance to assure instructional alignment in Reading.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


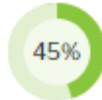
Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will implement learning stations to increase hands-on activities and decrease pencil/paper worksheets to enhance reading instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in reading</p> <p>Staff Responsible for Monitoring: Principal APs CISs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 5</p>	<p>Nov November Evidence of Progress</p> <p> 25% Some classrooms implement learning stations better than others. There are still a few teachers leary of stations.</p> <p>Jan January Evidence of Progress</p> <p> 35% Select teachers have been collaborating with other teachers to discuss and observe strategies begin implemented within their literacy centers.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Professional development on research based reading strategies that align with the Science of Teaching Reading will be provided, discussed, and modeled.</p> <p>Strategy's Expected Result/Impact: Improved student reading achievement</p> <p>Staff Responsible for Monitoring: Principal APs CISs Dyslexia Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 5 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> 40% All but one teacher needing the Reading Academy training is up to date on completing the modules.</p> <p>Jan January Evidence of Progress</p> <p> 55% Professional development has been given during campus and/or district settings to reinforce alignment of STR practices within the ELAR instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 4 Details	Reviews
<p>Strategy 4: Teachers will provide high-quality phonics instruction and reading intervention using TEKS-aligned lessons and culturally diverse resources. This includes online programs for additional reading practice and support.</p> <p>Strategy's Expected Result/Impact: Improved reading achievement on reading STAAR, reading MAP, and reading CUAs</p> <p>Staff Responsible for Monitoring: ELL teachers Interventionists Campus Tech Principal APs CISs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 5</p>	<p>Nov November Evidence of Progress</p> <p> Teachers are using Benchmark Phonics on a regular basis and improving.</p> <p>Jan January Evidence of Progress</p> <p> Using data from a recent District Walk, teachers have begun fine-tuning their instruction to implement Benchmark Phonics program with fidelity as it was intended.</p> <p>Mar March Evidence of Progress</p> <p>June 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 2: By June 2024, there will be an increase of at least 10% in all students scoring "Meets" or higher on district and state math assessments by using standards-based, aligned instruction implemented and delivered through the Gradual Release of Responsibility instructional model with progress monitoring.

Evaluation Data Sources: District CUAs
 Campus Common Assessments
 Universal Screeners
 STARR Data

Strategy 1 Details	Reviews
<p>Strategy 1: Administrators will collaborate with teachers to learn about and utilize the KISD unit planning process and documents to internalize lessons that are aligned with the standards, created learning objectives, guided math, and district progression charts.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in math</p> <p>Staff Responsible for Monitoring: Principal APs CISs Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1, 5</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="1415 591 2007 711">CIS and/or administrators plan with teachers regularly. The district-level coach also plans with the teachers at least 90 minutes a week. Teachers are still practicing internalization.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin: 10px 0;"> Jan January Evidence of Progress </div> <div style="display: flex; align-items: center; margin: 5px 0;">  <div style="margin-left: 10px;"> <p data-bbox="1415 769 2024 857">Grade-level planning has been scheduled for January, in which the CIS and Instructional Coach will be in attendance to assure instructional alignment in Math.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin: 10px 0;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%; margin: 10px 0;"> June June Evidence of Progress </div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Small group, hands-on lessons are focused on subpops finding mastery, specifically with SPED, ELL and white students and include best practice strategies (Math Talks, Model Drawing, Guided Math and effective Spiral Reviews).</p> <p>Strategy's Expected Result/Impact: Improved teacher capacity and student achievement in math</p> <p>Staff Responsible for Monitoring: Principal APs CISs Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1, 5</p>	<p>Nov November Evidence of Progress</p> <p> Some classrooms implement small groups better than others. There are still a few teachers leary of stations and small groups.</p> <p>Jan January Evidence of Progress</p> <p> Select teachers have been collaborating with other teachers to discuss and observe strategies begin implemented within their math centers.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Math tutoring will be provided after school and in Saturday camps. Snacks will be served.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in math</p> <p>Staff Responsible for Monitoring: Principal APs CISs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 3</p>	<p>Nov November Evidence of Progress</p> <p> Tutorials have begun for grades 3-5, but Saturday camp has not taken place yet.</p> <p>Jan January Evidence of Progress</p> <p> Although Saturday camps have not begun yet, Math tutoring has been on-going from the previous Fall Semester into the Spring Semester.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>Strategy 4: Math vocabulary terms will be utilized in interactive journals to provide students with additional opportunities to interact with math vocabulary.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in math</p> <p>Staff Responsible for Monitoring: CIS Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> The progress of interactive journals is similar to small groups and stations. Some teachers are stronger than others.</p> <p>Jan January Evidence of Progress</p> <p> Teachers have begun using Math Journals with more fidelity, especially after viewing various templates of data tracking sheets that would allot for more student accountability through tracking their math progress.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Teachers will conference with students to set academic goals with progress tracking so students learn to monitor progress. Parents will be taught how to support their students with these goals, so they are an active member of the team.</p> <p>Strategy's Expected Result/Impact: Students will take more ownership in helping improve their success.</p> <p>Staff Responsible for Monitoring: Counselors Principal APs CISs Teachers</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> Teachers and students meet regularly to review academic data and the progress of student goals. Each student has their own data tracking folder.</p> <p>Jan January Evidence of Progress</p> <p> MOY data is currently being collected in order to have these conversations with parents/guardians and students so that strategies can be put in place to build home-to-school connection.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 6 Details	Reviews
<p>Strategy 6: Increase achievement for special education students in math by providing collaborative teaching in 4th and 5th grade.</p> <p>Strategy's Expected Result/Impact: Increase in math STAAR scores, math MAP, and math CUAs</p> <p>Staff Responsible for Monitoring: Principal APs CISs Special Education Teachers General Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Special ed teachers have matched their schedules up with classroom teachers and are collaborative teaching in some grade levels (pending student numbers and services).</p> <p>Jan January Evidence of Progress  SpEd teachers' schedule has been modified and readjusted to be able to provide collaborative teaching experiences during the Math block, as well as provide instructional support for Resource/Inclusion students.</p> <p>Mar March Evidence of Progress</p> <p>June 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 3: By June 2024, there will be an increase of at least 10% in all students scoring "Meets" or higher on district and state science assessments by using standards-based, aligned instruction implemented and delivered through the Gradual Release of Responsibility instructional model with progress monitoring.

HB3 Goal

Evaluation Data Sources: District CUAs
 Campus Common Assessments
 Universal Screeners
 STARR Data



Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will incorporate science labs during science instruction at least 50% of the time. These labs will take place in the science lab with the appropriate science lab materials.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in science</p> <p>Staff Responsible for Monitoring: Principal APs CISs Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> Hands-on science is happening more often in 5th grade compared to any other grade level.</p> <p>Jan January Evidence of Progress</p> <p> Teachers have been encouraged to incorporate science labs during science instruction at least 50% of the time. When implemented with fidelity, this resulted in enhanced student understanding of scientific concepts and improved their practical skills through hands-on experimentation in the science lab with the appropriate materials.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 2 Details	Reviews
<p>Strategy 2: Science vocabulary terms will be included in interactive journals to provide students with additional opportunities to interact with science vocabulary.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in science</p> <p>Staff Responsible for Monitoring: CIS</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov November Evidence of Progress 5th grade science journals are very detailed.</p> <p></p> <p>Jan January Evidence of Progress Along with 5th Grade, other grade levels have been encouraged to incorporate the use of science vocabulary through interactive journals as well as conversation.</p> <p></p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Science TEKS will be integrated into reading and science STAAR preparation.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in science</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov November Evidence of Progress Non-fiction text is integrated on a regular basis.</p> <p></p> <p>Jan January Evidence of Progress Teachers integrated Science TEKS into reading and science STAAR preparation by implementing cross-curricular activities and lessons that required students to comprehend scientific texts and apply scientific concepts simultaneously.</p> <p></p> <p>Mar March Evidence of Progress</p> <p>June 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: By June 2024, there will be an increase of at least 10% in all students scoring "Meets" or higher on state academic assessments, including At-Risk, special education, English Language Learners, Gifted and Talented, and demographic subpopulations (focus on AA students).

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews
<p>Strategy 1: ELL & ELAR teachers will collaborate to determine the academic vocabulary to pre-teach in core content areas and language support needed in small groups for reading groups and learning stations.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in all core content areas</p> <p>Staff Responsible for Monitoring: Principal APs CISs Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 5</p>	<p>Nov November Evidence of Progress</p> <p> ELL teachers have taught some PD at a PLC for teachers.</p> <p>Jan January Evidence of Progress</p> <p> ESL teachers have collaborated to determine the academic vocabulary that needs to be pre-taught in core content areas, as well as the language support required in small groups for reading groups and learning stations.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


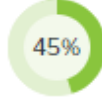
Strategy 2 Details	Reviews
<p>Strategy 2: Continue the use of Success Maker, Flowcubulary, BrainPOP, Science Exemplars or a like software, as an intervention for at-risk and special education students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in reading, math, science.</p> <p>Staff Responsible for Monitoring: Principal APs Teachers Technologist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 4</p>	<p>Nov November Evidence of Progress</p>  <p>Students have been using istation, STmath, and the new music software for academic intervention. Successmaker and other district-purchased software are used as well.</p> <p>Jan January Evidence of Progress</p>  <p>Although SuccesMaker has been discontinued from the district, students have been consistently using istation, ST-Math, and the new music software for academic intervention.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Provide instruction to gifted students both in their area of giftedness and in areas for which they are not identified as gifted. CIS will hold monthly meetings with GT teachers to provide instructional support for project-based learning and TSTP projects. Primary students will have their needs met through a special GT project.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR and Universal Screeners</p> <p>Staff Responsible for Monitoring: CISs Librarian</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 5</p>	<p>Nov November Evidence of Progress</p>  <p>The librarian is working on enrichment lessons.</p> <p>Jan January Evidence of Progress</p>  <p>The librarian diligently caters to the individual needs of gifted students by providing specialized instruction within their area of giftedness, while also going above and beyond to offer guidance and support in areas where they may not be officially identified as gifted.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>








Strategy 4 Details	Reviews
<p>Strategy 4: A full time Campus Instructional Specialist (CIS) will provide support and coaching in all content areas to teachers in grades PK-5 to increase teacher capacity and improve student achievement.</p> <p>Strategy's Expected Result/Impact: Improved teacher capacity and improved student achievement in all subjects</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress The CISs are using the Get Better Faster model.</p> <p></p> <p>Jan January Evidence of Progress The CIS has successfully provided comprehensive support and coaching to PK-5 teachers in all content areas, enhancing their skills and knowledge to effectively teach and ultimately boosting student achievement.</p> <p></p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Three instructional aides will provide small group instruction in reading and math. Interventionists and CIS will provide intervention training and support. Students will set reading/math goals to track progress.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in reading and math</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	<p>Nov November Evidence of Progress Intervention is provided regularly for an hour each day.</p> <p></p> <p>Jan January Evidence of Progress The instructional aides have played a crucial role by providing intervention training and support to students, while the students have actively set specific reading and math goals to closely monitor their progress.</p> <p></p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  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 1: Increase the capacity of teachers, interventionists, and instructional assistants by facilitating the collaboration and implementation of the KISD plan for instructional excellence through professional development sessions and peer observations.

Evaluation Data Sources: New Teacher Cohort
 PD Offerings
 Attrition/Retention Data
 Staff Surveys



Strategy 1 Details	Reviews
<p>Strategy 1: Whole-day and half-day planning days will be provided to teachers two times a semester to share expertise and work collaboratively in order to strengthen and increase teacher understanding of planning and instructional practices to improve the academic performance of all students.</p> <p>Strategy's Expected Result/Impact: Improved teacher capacity and improved student achievement</p> <p>Staff Responsible for Monitoring: Principal APs CISs Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 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>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> Teachers have used the planning days to the fullest this year.</p> <p>Jan January Evidence of Progress</p> <p> The result of teachers planning together and sharing expertise has strengthened and increased teacher understanding of planning and instructional practices, leading to improved academic performance of all students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 2 Details	Reviews
<p>Strategy 2: CISs will hold one new teacher cohort meeting per month to develop instructional capacity and to provide a supportive network for teachers.</p> <p>Strategy's Expected Result/Impact: Improved teacher retention rate</p> <p>Staff Responsible for Monitoring: Principal APs CISs Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> The new teachers have so many new things to learn that there is not a lot of time available.</p> <p>Jan January Evidence of Progress</p> <p> The new teacher cohort meetings held by the CIS monthly successfully enhanced instructional capacity and established a supportive network for teachers.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Send teachers and administrators to instructional related professional development, such as the 2024 TEKS Resource Conference and Rockin' Review Conference with a focus on attending reading, writing, math, and science professional development sessions to build knowledge and skills in these content areas.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in core content areas</p> <p>Staff Responsible for Monitoring: Principal APs CIS Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p>N/A The first conference was sold out.</p> <p>Jan January Evidence of Progress</p> <p> The campus has planned to send select teachers and administrators to the Rockin' Review Conference in February 2024, which is expected to lead to improved teaching practices and increased student achievement.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	





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, the number of community members and parents following Willow Springs Elementary's social media platforms will increase by 10%.

Evaluation Data Sources: Number of Activities Offered
Event/Participation Data

Strategy 1 Details	Reviews
<p>Strategy 1: Continue to host academic family nights such as Reading/Writing Night, Science Night, and Math Night and other family nights that address physical or social-emotional needs such as Family Fitness Night and Academic Game Night (reading and math games).</p> <p>Strategy's Expected Result/Impact: Increased number of events and increased participation</p> <p>Staff Responsible for Monitoring: Principal APs Parent Liaison</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4 - Perceptions 2</p>	<p>Nov November Evidence of Progress Family events are well attended.</p>  <p>Jan January Evidence of Progress Hosting academic family nights at school has been highly beneficial, as it created a supportive and engaging environment for both students and their families. These events have led to increased parent involvement, improved academic performance, and a stronger sense of community within the school.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Campus will host parent workshops that will help parents with parenting skills, homework strategies, behavior, economic issues, early literacy programs, violence/suicide prevention, and internet safety. Workshops specific to the needs of our Emergent Bilingual students and their families will be provided.</p> <p>Strategy's Expected Result/Impact: Improved parent knowledge and skills</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison Counselors</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4</p>	<p>Nov November Evidence of Progress</p> <p> The parent campus liaison has held regular parent trainings.</p> <p>Jan January Evidence of Progress</p> <p> The parent workshops significantly improve the overall parenting skills of the participants, equipping them with effective strategies to tackle homework issues, handle behavior problems, navigate economic challenges, and promote early literacy in their children. Moreover, these workshops empower parents to effectively address the pressing issues of violence/suicide prevention and internet safety, ensuring a safer and more secure environment for their children.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Volunteer orientation sessions will be held throughout the school year at various times to increase the number of parents engaged in volunteer opportunities.</p> <p>Strategy's Expected Result/Impact: Increased number of parent volunteers and increased number of volunteer participation hours</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Volunteers seem to always be helping out around campus.</p> <p>Jan January Evidence of Progress</p> <p> Increasing the number of parents engaged in volunteer opportunities has shown to have significant positive results. It not only helped to strengthen the sense of community and support for students, but also brought in new ideas, resources, and expertise that could enhance learning and enrich the overall educational experience.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


Strategy 4 Details	Reviews
<p>Strategy 4: Continue "Little Blue Jays" early childhood literacy program to provide early interventions and an exposure to school for non-school aged children.</p> <p>Strategy's Expected Result/Impact: Increased attendance in Little Blue Jays</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison Counselors</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress Attendance in the literacy program is growing!</p>  <p>Jan January Evidence of Progress The "Little Blue Jays" early childhood literacy program has had outstanding results in providing early interventions and school exposure for non-school aged children. Through this program, children have shown significant improvement in their literacy skills and have displayed a strong readiness to enter formal education.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Conduct the annual Title I parent meeting to review and revise the written parent engagement policy and home/school compact in the fall and spring.</p> <p>Strategy's Expected Result/Impact: Parental participation in activities required by federal law</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress The Title I meeting is complete and the parent compact/policy has been reviewed with parents. These documents will be revised in the spring.</p>  <p>Jan January Evidence of Progress The annual Title I parent meeting was conducted in the Fall 2023 to review and revise the written parent engagement policy and home/school compact. The results of the meeting included updated policies and compacts that were more aligned with the needs and expectations of the parents and the school community. Another will be held in Spring 2024.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 6 Details	Reviews
<p>Strategy 6: Increase communication between home and school via weekly newsletters, connect-Ed calls, parent conferences, campus website, and communication folders.</p> <p>Strategy's Expected Result/Impact: Increased home/school communication</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison Counselors Grade Level Leaders</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 2</p>	<p>Nov November Evidence of Progress</p> <p> Newsletters are emailed weekly, and the campus website is kept up to date.</p> <p>Jan January Evidence of Progress</p> <p> Increased communication between home and school via weekly newsletters, connect-Ed calls, parent conferences, campus website, and communication folders further strengthened the relationship between parents and teachers. Parents became more involved in their children's education and were better able to support their academic growth.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: Parent Liaison will provide support for various parent involvement activities such as family nights, parent workshops, Little Blue Jays, parent volunteer opportunities, and parent advisory committee.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement in school-wide activities Increased student attendance</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	<p>Nov November Evidence of Progress</p> <p> The parent campus liaison has been seeing out additional training and strategies to enhance the WSES program.</p> <p>Jan January Evidence of Progress</p> <p> The Parent Liaison provided support for various parent involvement activities such as academic family nights, parent workshops, Little Blue Jays, parent volunteer opportunities, and parent advisory committee. Increased attendance and active participation from parents in these activities, leading to a stronger connection between the school and the families it serves were results of this strategy.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 2: By June 2024, the number of available academic student clubs will increase by 25% providing students with opportunities beyond the school day to interact with academic content.

Evaluation Data Sources: Improved student achievement in all core content areas



Strategy 1 Details	Reviews
<p>Strategy 1: Gifted and talented students will participate in TPSP research.</p> <p>Strategy's Expected Result/Impact: Improved student achievement, research skills, and critical thinking skills</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 5</p>	<p>Nov November Evidence of Progress N/A This project is completed in the spring.</p> <p>Jan January Evidence of Progress  In the past, gifted and talented students participated in TPSP research and achieved remarkable results. Their participation in Spring 2024 will allow them to explore innovative ideas and make significant contributions to their respective fields. Preparation is currently being considered and initiated.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 2 Details	Reviews
<p>Strategy 2: Classroom teachers will participate in PD on gifted learners.</p> <p>Strategy's Expected Result/Impact: Improved student achievement, research skills, and critical thinking skills</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 5</p>	<p>Nov November Evidence of Progress</p> <p> The majority of teachers have to complete their initial certification first. A few teachers completed their 30 hours.</p> <p>Jan January Evidence of Progress</p> <p> Few classroom teachers participated in professional development sessions focused on gifted learners. Consideration is currently being made for more teachers participating in this endeavor for the future knowing that the results could show improved understanding and implementation of strategies to support and challenge gifted students in the classroom.</p> <p>Mar March Evidence of Progress</p> <p>June 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: Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly learning environment and reduce the number of disciplinary incidents from the previous year by 5%.

Evaluation Data Sources: Discipline Referral Data

Strategy 1 Details	Reviews
<p>Strategy 1: Implement online Bullying Reporting System for the prevention, identification, response to, and report of bullying. (HB 1942) (TEC 11.252)</p> <p>Strategy's Expected Result/Impact: Decreased number of bullying reports</p> <p>Staff Responsible for Monitoring: Principal APs Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress Bullying seems to have decreased.</p>  <p>Jan January Evidence of Progress After more consistent implementation of the online Bullying Reporting System, the school saw a significant decrease in bullying incidents. Students felt more comfortable reporting instances of bullying, leading to quicker identification and response from teachers and administrators.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

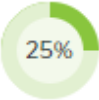
Strategy 2 Details	Reviews
<p>Strategy 2: Professional development on Restorative Practices will be provided to staff to assist in building student relationships and having effective classroom management strategies to improve student achievement and social-emotional wellness.</p> <p>Strategy's Expected Result/Impact: Decreased student discipline referrals</p> <p>Staff Responsible for Monitoring: Principal APs Counselors Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress Teachers are encouraged to attend PD.</p> <p> 20%</p> <p>Jan January Evidence of Progress Professional development attendance on Restorative Practices was encouraged to staff, which assisted in building student relationships and implementing effective classroom management strategies. As a result, student achievement and social-emotional wellness improved when implemented with fidelity.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Provide guidance lessons, counseling, and school-wide assemblies to promote positive behavior, leadership traits, character education, anti-bullying, growth mindset and violence prevention.</p> <p>Strategy's Expected Result/Impact: Improved positive student behaviors/peer relationships and a decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Principal Counselors APs</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress Counselors provide guidance on a regular basis.</p> <p> 40%</p> <p>Jan January Evidence of Progress The school counselors provided guidance lessons, counseling, and school-wide assemblies to promote positive behavior, leadership traits, character education, anti-bullying, growth mindset, and violence prevention. These initiatives resulted in an increase in student morale, a decrease in behavioral incidents, and improved overall misconduct within the school.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






Strategy 4 Details	Reviews
<p>Strategy 4: The Campus Conduct Committee will meet monthly to discuss discipline concerns and ways to support teachers relating to Restorative Practices.</p> <p>Strategy's Expected Result/Impact: Decreased student discipline referrals</p> <p>Staff Responsible for Monitoring: Principal APs Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress Staff have attended the district conduct meetings.</p> <p></p> <p>Jan January Evidence of Progress The Campus Conduct Committee met monthly to discuss discipline concerns and ways to support teachers relating to Restorative Practices. As a result, teachers felt more supported and disciplinary/behavioral issues decreased on campus.</p> <p></p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: The Campus will create a sensory room to develop students' senses, usually through special lighting, music, and objects. It can be used as a therapy for children with limited communication skills to engage and help students develop emotionally and cognitively. Sensory materials, such as flexible seating, fidgets, different lighting, etc., will also be integrated into classrooms and learning spaces.</p> <p>Strategy's Expected Result/Impact: Develop students emotionally and cognitively which will decrease discipline referrals</p> <p>Staff Responsible for Monitoring: Principal APs CISs SPED Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress We are ordering more materials for the sensory room.</p> <p></p> <p>Jan January Evidence of Progress Although not completely furnished as desired, it has been used as a therapy for children with limited communication skills, engaging and aiding in their emotional and cognitive development. Additionally, classrooms and learning spaces were equipped with sensory materials like flexible seating, fidgets, and different lighting.</p> <p></p> <p>Mar March Evidence of Progress</p> <p>June 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 2: By June 2024, physical education teachers will increase the number of opportunities for physical activity during and after the school day [according to the School Health Advisory Council (SHAC)] .

Evaluation Data Sources: Fitness Gram results for students in grades 3-5.
 PE section of Monthly Newsletter
 PE Club Attendance/Activities
 Family Night Attendance/Activities


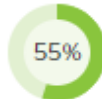




Strategy 1 Details	Reviews
<p>Strategy 1: PE teachers will sponsor a PE Club for grades 3-5 and provide a variety of enjoyable activities that meets a minimum of once per week.</p> <p>Strategy's Expected Result/Impact: Increased physical fitness Increased health (less visits to the nurse) and increased attendance</p> <p>Staff Responsible for Monitoring: Coaches APs</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress N/A They have not started the club yet.</p> <p>Jan January Evidence of Progress  In the past, physical education teachers increased the number of opportunities for physical activity during and after the school day. Students were able to participate in more physical exercise and had more chances to be active. Kids Heart Challenge is currently scheduled for February 2024.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Increase physical fitness activities by providing students in grades 3-5 the opportunity to participate in Fitness Gram.</p> <p>Strategy's Expected Result/Impact: Increased physical fitness Increased health and school attendance</p> <p>Staff Responsible for Monitoring: APs Coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress N/A Fitness gram is in the spring.</p> <p>Jan January Evidence of Progress  Increased physical fitness activities were provided to students in grades 3-5 through the inclusion of Fitness Gram, resulting in improved overall physical fitness levels among the students. The preparation and implementation of Fitness Gram in Spring 2024 will lead to an increase in students' cardiovascular endurance, muscular strength, and flexibility.</p> <p>Mar March Evidence of Progress</p> <p>June 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 3: Student attendance will increase by 5% - 6% in 2023-2024.


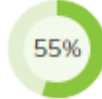




Evaluation Data Sources: eSchool Data Reports

Strategy 1 Details	Reviews
<p>Strategy 1: Recognize and promote academic success and growth of all students through programs such as Academic Awards, Zero Tardies, Citizen of the Month, and Caught Being Good awards.</p> <p>Strategy's Expected Result/Impact: Increased attendance and decrease in tardies</p> <p>Staff Responsible for Monitoring: Principal Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>	<p>Nov November Evidence of Progress We have had a few celebrations.</p> <p> 15%</p> <p>Jan January Evidence of Progress The results of recognizing and promoting academic success and growth of all students through programs such as Academic Awards, Citizen of the Month, and Caught Being Good awards were remarkable. Students were motivated to excel academically, strive for punctuality, exhibit good citizenship, and display positive behavior, leading to a noticeable improvement in their overall performance and development.</p> <p> 55%</p> <p>Mar March Evidence of Progress</p> <p>June 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 1: Through efficient and effective management of resources and operations, 100% of 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>Strategy 1: Conduct weekly Leadership Team meetings to coordinate resources to best meet the needs of students, parents, and staff.</p> <p>Strategy's Expected Result/Impact: Improved systems and use of resources</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  The leadership team meets on a weekly basis.</p> <p>Jan January Evidence of Progress  The leadership team conducted weekly meetings to coordinate resources and successfully met the needs of students, parents, and staff. When on target, the outcomes of these meetings proved to be effective in resource allocation and overall coordination for the benefit of all stakeholders.</p> <p>Mar March Evidence of Progress</p> <p>June 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: Increase technology integration by 5% to enhance instruction and provide additional opportunities for accelerated instruction.


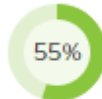




Evaluation Data Sources: Staff Surveys
iStation Reports
STmath Reports

Strategy 1 Details	Reviews
<p>Strategy 1: Continue to provide ongoing professional development opportunities that engage staff in the effective use of instructional technology and how to read software reports to best make instructional decisions for the students.</p> <p>Strategy's Expected Result/Impact: Improved use of innovative technologies for teaching and learning and data driven instruction</p> <p>Staff Responsible for Monitoring: Campus Technologist Principal CISs APs</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  PD has been held, teaching how to read reports.</p> <p>Jan January Evidence of Progress  In the past, the provision of ongoing professional development opportunities that engaged staff in the effective use of instructional technology resulted in increased confidence and competence in integrating technology in their teaching practices. Additionally, staff members who received training on how to read software reports to make instructional decisions demonstrated a greater ability to analyze student progress and tailor their instruction accordingly when used with fidelity and consistency.</p> <p>Mar March Evidence of Progress</p> <p>June 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 3: By June 2024, Willow Springs 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>Strategy 1: An after-school learning academy and in-school tutorials will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as a result of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 4</p>	<p>Nov November Evidence of Progress  3rd- 5th-grade tutorials are being held on Tuesdays and Thursdays.</p> <p>Jan January Evidence of Progress  The after-school learning academy and in-school tutorials were established to provide tutoring and instructional support to struggling students. These initiatives proved to be successful in helping the students catch up and bridge the educational gaps caused by the pandemic.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	