

**Killeen Independent School District**  
**Mountain View 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 the end of the 2023-24 school year, 3rd-5th grade student achievement in READING will increase by 5% in "Meets" on the state assessment for all student groups and Kindergarten - 5th grade will move the median percentile to the 65th percentile on NWEA MAP assessment.



**Evaluation Data Sources:** Formative Assessments, STAAR Results, CIRCLE, MAP, Curriculum Unit Assessments









Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> To increase reading achievement, teachers will work collaboratively to design lessons and select resources that focus on phonemic awareness, phonics, phonological awareness (Gr K-3), strengthen and expand vocabulary, fluency, and comprehension of grade level text (Gr 3-5). Needed support, as identified during PLC, walkthroughs, and coaching walks, will be determined for future professional development offered for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learning and improved reading fluency and comprehension skills. Improved STAAR scores and MAP growth</p> <p><b>Staff Responsible for Monitoring:</b> Principals, 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, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: As a team we discussed that the phonics curriculum doesn't necessarily emphasize phonological awareness.</p> <p>3-5: Scores from MAPs, interim STAAR, ST Math and Istation</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PK-2: Teachers feel that we are still working collaboratively, but that we still have more beginning readers than before.</p> <p>3-5: Ongoing assessment throughout the school year. There are still many measures to come.</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 administer and track reading assessments, using technology when applicable, throughout the school year.</p> <ul style="list-style-type: none"> <li>-Teacher created assessments Gr K-1</li> <li>-Circle Pre-K 3 times per year</li> <li>-Benchmark</li> <li>-MAP Gr K-5</li> <li>-CUA's Gr 2-5</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have specific reading data about every student to help inform reading instruction. Improved STAAR scores and MAP growth</p> <p><b>Staff Responsible for Monitoring:</b> CIS, principals, teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b> Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 1, 2, 7 - School Processes &amp; Programs 4, 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Pk-2: At this point in the year, we feel that we have accomplished this as we are completing the required tasks of this strategy. 3-5: Because only one round of MAPS with another coming up. We have more rounds and data coming up.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>PK-2: Reading assessments have been administered in proportion to how far along in the school year we are. 3-5: Ongoing assessment and many assessments to come throughout the remainder of the year. There are still many measures to come.</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> Teachers will provide differentiated project-based small group instruction in accordance with the Texas TPSP project to meet the unique needs of GT students.</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> Principals, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Connect high school to career and college</li> </ul> <p><b>Problem Statements:</b> Student Learning 1, 5, 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>PK-2: Those teachers who have GT students have started the planning stages of their projects and have differentiated learning to those students, but projects are in the early stages. 3-5: Students are just starting researching. Receiving small group GT services. Just beginning application process.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>PK-2: GT Students are continuing projects, we are finding focus and behaviors are barriers to entry. 3-5: Students are wrapping up research and are now advancing in the TPSP process. Accommodations and extensions are proceeding as planned.</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> To increase reading achievement, teachers will analyze data to plan and provide additional reading support and intervention, with the help of at-risk aides, to identified at-risk students including students who were unsuccessful on STAAR, students struggling to learn to read, and identified sub-groups. This analysis will also be used to identify students who will benefit from after school tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have needed intervention support in reading and math. STAAR score improvement, MAP Growth improvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CIS, Classroom Teachers, Interventionist</p> <p><b>Title I:</b> 2.4</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, 6, 7 - School Processes &amp; Programs 3, 4, 6</p>	<div data-bbox="1297 120 1352 147" style="text-align: center;"><b>Nov</b></div> <div data-bbox="1276 155 1373 253" style="text-align: center;">  </div> <div data-bbox="1528 120 1906 147" style="text-align: center;"><b>November Evidence of Progress</b></div> <div data-bbox="1415 159 2003 277"> <p>PK-2: We felt strongly that we are analyzing data and making adjustments is a strong suit of our school. The addition of afterschool tutoring has increased this analysis as well.</p> </div> <div data-bbox="1415 313 1835 341"> <p>3-5: Due to planning days just starting.</p> </div> <div data-bbox="1297 363 1352 391" style="text-align: center;"><b>Jan</b></div> <div data-bbox="1276 399 1373 496" style="text-align: center;">  </div> <div data-bbox="1545 363 1894 391" style="text-align: center;"><b>January Evidence of Progress</b></div> <div data-bbox="1415 399 2003 459"> <p>PK-2: Due to built-in planning and aides who are able to pull, this goal has been progressing well.</p> </div> <div data-bbox="1415 495 2020 581"> <p>3-5: Each grade level has now had at least one planning day to explore these options and the agreed upon plans are now in full swing.</p> </div> <div data-bbox="1297 604 1352 631" style="text-align: center;"><b>Mar</b></div> <div data-bbox="1554 604 1885 631" style="text-align: center;"><b>March Evidence of Progress</b></div> <div data-bbox="1297 654 1352 682" style="text-align: center;"><b>June</b></div> <div data-bbox="1562 654 1877 682" style="text-align: center;"><b>June Evidence of Progress</b></div>

Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Teachers will utilize iStation with fidelity, per district guidelines, for all students to focus on vocabulary and reading skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who receive intervention will demonstrate improved assessment results. Improved STAAR score, CUA Scores and MAP Growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's</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, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: istation minutes are being met in our grade levels, upper grades said that due to time constraints there are struggles to get all the minutes.</p> <p>3-5: Time restraints and issues with logging on.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PK-2: Istation minutes are being met for the most part, we do feel that students may be caught having to start over their lessons as well as dyslexia &amp; SPED students being pulled are the ones struggling to meet minutes.</p> <p>3-5: IStation- teachers have better navigated the platform and ISIP's have been done dutifully. Each grade level is assumed to be on track with yearly completion. Approximately 500 of 700 students are making "moderate" progress. No group was expected to meet "high" progress.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> The parent liaison and campus staff will provide Parent Education events focusing on literacy development, grade level curriculum, and strategies that promote parental involvement in the learning process each semester for parents of Title I and ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of parents that are engaged in the learning process and help parents learn new skills that help their child be a better reader.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, Principals</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: Parent engagement has been hard this year, the teachers and parent liaison have been putting in their efforts, but we feel that the parent effort is sometimes not there 100%. We would love to know what steps we could take to up parent participation.</p> <p>3-5: Unsure about if parents are being increased; know that she holds events.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PK-2: There have been ample opportunities for parents to participate.</p> <p>3-5: Parent Education: events have been happening however the parent participation have stagnated with zero parents attending the previous event.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> The librarian will conduct a Summer Reading event for Title I Students (Summer, 2024).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students who are engaged in reading during the summer.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Principals</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>Problem Statements:</b> Student Learning 1, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p>N/A PK-2: Mrs. Cook reports that she has plans to complete this project and has made steps in applying for a grant.</p> <p>3-5: Summer event.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p>N/A Summer event</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> To increase reading achievement for EB students and SPED students, the ESL and SPED teachers will work collaboratively with grade level teachers to design lessons that focus on the TEKS, and ELPS for EB students, to help students comprehend grade level texts that support STR and expand vocabulary. The ESL and SPED teachers will work with small groups in and outside of the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will have improved TELPAS scores, improved STAAR scores and show growth on MAP; SPED students will have improved STAAR scores and show growth on MAP</p> <p><b>Staff Responsible for Monitoring:</b> CIS Principals ESL Teachers SPED Teachers</p> <p><b>Title I:</b> 2.4, 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, 5, 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: Teachers report that time for pulling small groups, current workload and availability of space to focus on these targets that this is an area we can continue to work on.</p> <p>3-5: EB students are being serviced and small group activities are happening.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PK-2: Students are being serviced in the classroom &amp; co-teaching is happening.</p> <p>3-5: No STAAR/TELPAS score available to measure progress. Small groups are happening in SPED and EB programs and activities are occurring. MAPS growth are assumed to be on par with goal.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Pre-K and Kindergarten will use a progress monitoring resource to continually monitor students in letter, language and number acquisition and share progress with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and teacher understanding of individual student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher, principal</p> <p><b>Title I:</b> 2.4</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 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: Our Pre-K and Kinder teachers report that they have been making strides with this program and will continue to use it with fidelity</p> <p>3-5: Unsure because not pre-k and its an ongoing process.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PK-2: Kindergarten reports that progress monitoring is happening frequently and with fidelity</p> <p>3-5: Not-applicable to our grade levels.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	



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

**Performance Objective 2:** By the end of the 2023-24 school year, 3rd-5th grade student achievement in MATH will increase by 5% in "Meets" on the state assessment for all student groups and Kindergarten - 5th grade will move the median percentile to the 61st percentile on NWEA MAP assessment.

**Evaluation Data Sources:** Formative Assessments, STAAR Results, CIRCLE, MAP, Curriculum Unit Assessments

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will collaborate, study the IFD, plan MATH units focusing on higher level questioning and tasks, examine student work, and create common assessments to increase performance of at risk population to increase teacher quality. High impact strategies including collaboration, Gradual Release Model (GRR), Lead4ward Intervention Strategies, and accountable talk will promote rigor and thinking at high cognitive levels in all PK-5 classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and grade levels will use lesson plans that are aligned to the TEKS Resource System curriculum and state standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, principals, CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 5, 6 - School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: Teachers report that the use of GRR is something at the front of their minds, but we could be using other strategies more often.</p> <p>3-5: Teachers could have better conversations; lack of planning time because of conferences and other activities/ meetings.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PK-2: Teachers are working hard to study the IFD, planning collaboratively weekly at minimum and asking higher level questions.</p> <p>3-5: Grade level planning is progressing but this does take special, devoted times to do with fidelity.</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**

**Strategy 2:** To increase math achievement for SPED students, the SPED teachers will work collaboratively with grade level teachers to design lessons that focus on the Math TEKS to help students comprehend grade level concepts. The SPED teachers will work with small groups in and outside of the classroom.

**Strategy's Expected Result/Impact:** SPED students will have improved STAAR scores and show growth on MAP

**Staff Responsible for Monitoring:** Teachers, CIS, Principals

**Title I:**

2.4

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1, 6 - School Processes & Programs 8

**Reviews**

**Nov**



**November Evidence of Progress**

PK-2: For SPED students we feel that they are making progress, but there are still some gaps to fill and we didn't want shortchange the SPED students who are not struggling in math.

3-5: Difficulty with time constraints for SpEd teachers to meet with Gen Ed teachers; hard to plan

**Jan**



**January Evidence of Progress**

PK-2: SPED teachers are pulling or pushing in for those students who need services and adjusting these plans as needed, but we feel that there is not enough staff to meet the needs of ALL SPED students.





3-5: SPED teachers have been pulling groups in and out of classrooms and we do have quantifiable growth through MAPS. SPED teachers do not have the ready availability to meet with gen-ed teams to dutifully plan with content teams.







**Mar**

**March Evidence of Progress**

**June**

**June Evidence of Progress**



Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will utilize ST Math with fidelity, per district guidelines, for all students to focus on math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learning in math as shown through increased CUA percentages, increased STAAR scores and and MAP growth improvement.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, classroom teacher, principals</p> <p><b>Title I:</b> 2.4</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, 5, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: The main struggle of ST math is getting the students to continue to focus on their work</p> <p>3-5: Lack of student engagement; time constraints; difficulty logging and program freezing.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PK-2: Teachers are utilizing ST math with fidelity and tech issues have been relieved which is helping useful</p> <p>3-5: Students are still not engaged fully and not concerned with their own progress. Programs still lag and freeze to cause student frustration. Teachers are making time for implementation, but students are not able to complete puzzles.</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> Teachers will analyze data in order to measure student growth and deficiencies to allow instruction and interventions to meet student needs through small group instruction to include the use of manipulatives and hands on materials. This analysis will also be used to identify students who will benefit from after school tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Student learning in math will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, principals</p> <p><b>Title I:</b> 2.4, 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> Demographics 1 - Student Learning 1, 3, 4, 7 - School Processes &amp; Programs 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: Data analysis is a strength.</p> <p>3-5: Small groups are being meet 3 of 5 times per week; done during interventions; determined who should attend tutoring.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PK-2: Data analysis continues to be a strength.</p> <p>3-5: Small groups are still occurring with fidelity each week and CIS's have been assisting grade levels with planning intervention groups and identifying high need students.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> The parent liaison and campus staff will provide Parent Education events focusing on math skills, grade level curriculum, and strategies that promote parental involvement in the learning process each semester for parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have an opportunity to learn strategies to use at home with students.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, principal</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: Parent engagement has been hard this year, the teachers and parent liaison have been putting in their efforts, but we feel that the parent effort is sometimes not there 100%. We would love to know what steps we could take to up parent participation.</p> <p>3-5:</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PK-2: Teachers report that parents are aware of the events, there are upcoming events on the calendar, and we are working on being as involved as possible with parents.</p> <p>3-5: Parent Education: events have been happening however the parent participation have stagnated with zero parents attending the previous event.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	







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

**Performance Objective 3:** By the end of the 2023-24 school year, 5th grade student achievement in SCIENCE will increase by 5% in "Meets" on the state assessment for all student groups, 3rd- 4th grade will move the median percentile to the 70th percentile on NWEA MAP assessment and 5th grade will move the median percentile to the 80th percentile on NWEA MAP assessment .

**Evaluation Data Sources:** STAAR Results, Curriculum Unit Assessments, MAP Data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> To increase science achievement, teachers will work collaboratively with instructional specialists to design lessons and select resources that focus on scientific concepts, science vocabulary and hands-on lab experiences for each unit of study.</p> <p>Teachers may require professional development to learn strategies to use in science to support student learning.</p> <p>Students in grades K-2 will participate in at least 90 minutes of science instruction per week. Students in grades 3-4 will participate in at least 120 minutes of science instruction per week. Students in grade 5 will participate in at least 150 minutes of science instruction per week.</p> <p>TEA states that the expected hands-on/instructional percentages be:            K-1 80/20            2-3 60/40            4-5 50/50</p> <p><b>Strategy's Expected Result/Impact:</b> Students will think and perform at higher cognitive levels.  <b>Staff Responsible for Monitoring:</b> Principals, CIS, Teacher</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Connect high school to career and college  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 5 - School Processes &amp; Programs 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: Hands-on, real-world experiments would be extremely beneficial to our students in this area.</p> <p>3-5: Hands on and instructional minutes is good; planning and working with aides bring it down.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PK-2: Teachers report that STEM projects are going well, hands-on projects are happening, and that they enjoyed looking at the new curriculum coming in, and we will continue planning for STEM night to be able to share with the parents.</p> <p>3-5: Hands-on instruction is happening though it may not be at 50%/50%. Thirty minutes blocks are not conducive to planning engaging and hands-on learning experiences.</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> To increase vocabulary and conceptual understanding, STEM Scopes will be used with fidelity in grades 4-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased hands-on activities in the classroom, vocabulary improvement, increased CUA percentages, increased STAAR scores in 5th grade and growth on MAP</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Principals</p> <p><b>Title I:</b> 2.4</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p>PK-2: Not relevant to our grade level</p> <p>3-5: Time constraints. Great planning tool but does not help a ton with requirements to CUA questions.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p>PK-2: We do not use STEMSCOPES</p> <p>3-5: Great resource but with time constraints of pacing calendar we must selective in what we use to make the best use of our time and to prepare for the CUA/ STAAR.</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> Science performance assessment data will be tracked to provide information for planning and reteaching of skills and concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learning of science concepts and increased CUA percentages, STAAR scores and growth on MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, CIS, Teachers</p> <p><b>Title I:</b> 2.4</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> Student Learning 1, 2, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p>PK-2: The main vehicle of tracking science growth for us is grades, we don't have MAPS.</p> <p>3-5: Completed protocols.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p>PK-2: We do track science growth via grades and observation, but we don't have MAPS tests to this at our grade levels</p> <p>3-5: MAPS is only applied to fifth and that removes a progress measure form other grade levels. Grade level protocols are being completed but formal grade level conversations are not occurring.</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> Provide field-based instruction for students in order to improve STEM understanding through real-world experiences. Locations will be chosen based on their ability to teach and reinforce science concepts and skills that are difficult to replicate in the classroom environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved math and science MAP growth, improved STAAR scores in science and math</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5, 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 5%</p> <p>PK-2: We feel that there is a lack of field-based instruction in our grade levels.</p> <p>3-5: Have not accomplished much yet. Have been planned.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 55%</p> <p>PK-2: We feel that there is a lack of field- based instruction in our grade levels.</p> <p>3-5: Grades 3 and 5 have had their designated field trip planned or have gone. Grade 4 is planning theirs. STEM-mobile has visited and some grade levels have participated.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></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:** All students will achieve one year of growth as determined through MAP EOY testing in reading, and math.

**Evaluation Data Sources:** Tutoring Logs, State and Local Assessment Data

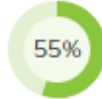



Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> An After School Learning Academy will be established to provide tutoring in math and reading and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on MAP testing. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> CIS; Admin</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: The tutoring program has gotten started with permission slips and we have started getting some of those back.</p> <p>3-5: Planning and permission slips sent out. Not yet implemented. Groups currently only addressing reading.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Tutoring is ongoing and 3rd grade have been added with focused instruction.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></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:** During the 2023-24 school year, 100% of the grade level and department PLC teams will participate in strategic professional development that is aligned with building and district goals.

**Evaluation Data Sources:** District and campus Coaching Walks, Walk throughs, Walkabouts

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Grade level teams will meet weekly with a focused agenda to address school/district goals, instructional strategies, gradual release of responsibility (GRR) common assessments (CUA) , and other topics based on improving student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and grade levels will use lesson plans that are aligned to the TEKS Resource System curriculum and state standards, resulting in increased student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Members</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 6, 7 - School Processes &amp; Programs 3, 8</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>PK-2: Grade level teams have been successful in meeting weekly. (PLC and grade level)</p> <p>3-5: Have been meeting with fidelity for all grade levels.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>PLC's are continuing weekly.</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> Professional development for new staff will be offered to foster improvement on Essential Questions, a common understanding of quality instruction and strategies to promote student thinking at higher levels to include Depth of Knowledge (DOK), alignment/IFD study and gradual release of responsibilities (GRR) and district online resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will demonstrate improved instructional skills. Walkthroughs and coaching walks will be used to gather data.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 3, 8</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Initial information was given to the new teachers at NTI before school began.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>All staff have participated in professional development</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> Professional development opportunities off campus will focus on strengthening ELAR, Math and Science instruction, improving collaboration, increasing the complexity of student thinking and classroom tasks, addressing best practices for teachers of identified GT, EB or at-risk students in Professional Learning Communities and training for best practices in content and review for STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> PD will be shared with support team members and implemented as needed on campus</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership</p> <p><b>Title I:</b> 2.4, 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, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5, 6 - School Processes &amp; Programs 3, 8</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: Staff have gone to science, GT, and various other conferences and trainings.</p> <p>3-5: Nothing done aside from planning section; events upcoming</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Off campus professional development is planned throughout the school year.</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> Additional teacher support and coaching will be addressed through a second Curriculum Instructional Specialist position with a focus on support through model lessons, behavior management, coaching and feedback, and lesson design.</p> <p><b>Strategy's Expected Result/Impact:</b> The learning curve for newer teachers will be shortened in regard to planning and delivery of instruction. As a result, student learning will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CIS</p> <p><b>Title I:</b> 2.4</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 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PK-2: CIS has been extremely helpful</p> <p>3-5: Second CIS has been a great benefit to the campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The value of the second CIS is priceless.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



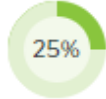

Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Monthly new teacher meetings will be held after school to meet the needs of new teachers. Topics of discussion may include: classroom management, lesson planning, grading, online resources...</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers feel supported as they become more comfortable in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> CIS</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> Demographics 1 - School Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Opportunities afterschool have been limited.</p> <p> 10%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Although after school meetings are planned around district dates, we have been supporting teachers through the Getting Better Faster model.</p> <p> 35%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Teachers will receive professional development that supports STAAR strategies and intervention strategies for math, reading and science. (Lead4ward training for STAAR)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR scores for Math and Reading</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 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, 7 - School Processes &amp; Programs 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A Training to take place in February.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> N/A Taking place in February.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Professional development opportunities will be offered to teachers after school on two Wednesdays each month. ELAR professional development will include: Helping teachers learn classroom activities that support the Science of Teaching Reading, and increase rigor through planned GRR in lessons. Math PD opportunities will include: helping teachers learn strategies to help students implement focused reasoning, problem solving, mathematical representations, and conceptual understanding. Science PD opportunities will include: Hands-on strategies, scientific method, science vocabulary development and increase rigor in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, increased MAP growth</p> <p><b>Staff Responsible for Monitoring:</b> Principals CIS</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> Demographics 1 - School Processes &amp; Programs 2, 3, 8</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> N/A                      Training and planning time has been given in lieu of professional development on the after school dates.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>                       Phonics Refresher was given, and additional professional development has been planned.</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

**Performance Objective 2:** By May of 2024, 90% of staff surveyed will report that employee wellness and self-care were offered to support staff.

**Evaluation Data Sources:** Survey results will show improved awareness of campus opportunities for employee wellness.






Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> The campus will nominate and select a teacher and staff member of the month. The staff member will be posted on social media.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive campus climate and teacher motivation. Reduction of Staff Absences Retention of staff members</p> <p><b>Staff Responsible for Monitoring:</b> CIS, Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   On going.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Second semester to continue.</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 PRIDE group will develop monthly activities to promote a positive climate, encourage wellness, and show gratitude for the hard work done by the entire staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive campus climate and teacher motivation. Reduction of Staff Absences Retention of staff members</p> <p><b>Staff Responsible for Monitoring:</b> PRIDE Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Change the name to Sunshine Committee. Monthly activities have been held and the group also meets monthly to plan.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Events are planned monthly and continue to be included on the Weekly Smore.</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> Optional staff outings will be scheduled quarterly to build positive relationships and increase a positive culture across the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive campus climate and teacher motivation. Reduction of Staff Absences Retention of staff members</p> <p><b>Staff Responsible for Monitoring:</b> PRIDE Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   One outing has been planned by the Sunshine (Pride) Committee</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Events have been planned.</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> Wellness tips will be included in the staff newsletter.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive campus climate and teacher motivation. Reduction of Staff Absences Retention of staff members</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Documented in monthly from district/also add to principal news letter.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Wellness information is included in our weekly Smore.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  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:** Ninety-five percent of parents will feel that there is adequate communication with their child's teacher(s) and are encouraged to be involved at Mountain View.





**Evaluation Data Sources:** Parent survey, Parent Advisory feedback, SBDM agendas and minutes








Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> A new family orientation will be offered in August to share school information with parents and answer parent questions.</p> <p><b>Strategy's Expected Result/Impact:</b> New families will feel more comfortable and have beginning of the year information.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   New Family Orientation was conducted in August. Another one will be conducted in January.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Both new family orientations have been completed in August and January.</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 develop and communicate common standards for parent/teacher communication (Weekly/daily folders, weekly grade-level newsletter, monthly Smore parent newsletter (Admin), social media websites and call outs through BB and teacher use of the Remind and Talking Points App).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent communication between home and school.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Principals</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>   Callouts needed before long weekends, holidays, or random days off. (text)</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Campus communication was successful in the first semester. We will continue using folders, newsletters, social media, and BB.</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 conduct PULSE committee meetings each nine weeks, hold Parent Title I meeting in the Fall to discuss the Parent and Family Engagement Policy and meet in the Spring to discuss suggested changes to the parent and Family Engagement Policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement of parents in the learning process.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Remove PULSE, no longer a group this year.</p> <p></p> <p><b>Jan</b> <b>January Evidence of Progress</b> The Title I meetings for Fall were held and the Spring Parent Title I meeting has been scheduled in March to go over the Parent and Family Engagement Policy.</p> <p></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> Parent Liaison will assist in coordinating, managing and presenting all parent, community, and volunteer engagement and participation opportunities. In addition Parent Liaison will assist at the Title I and Emergent Bilingual (EB) parent/family educational events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase volunteers and increase perceptions about communication and involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Parent Liaison</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 5, 6 - Perceptions 2, 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> The Parent Liaison is involved in most after school events and has held training.</p> <p></p> <p><b>Jan</b> <b>January Evidence of Progress</b> Title 1 meeting is scheduled for March. Family engagement classes are scheduled monthly. She manages and coordinates volunteer engagement and participation.</p> <p></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> The Parent Liaison will plan and deliver instruction and activities that develop early literacy skills for 3-4 year old children and their parents in the weekly Cub Club.</p> <p><b>Strategy's Expected Result/Impact:</b> Students enter school with more readiness skills.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 4 - Perceptions 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Weekly Cub Club meetings are held and two Reading strategies for parents were held, recorded and placed on the website.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Cub club classes are held twice a week; two times a day.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> The Parent Liaison will plan at least one parent involvement activity that involves parenting training and one parent training that will increase parent capacity in helping students in grade s 3-5 meet grade level expectations in math and reading and K-2 for literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Student STAAR scores, MAP growth and positive perceptions of the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Parent Liaison, CIS</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> She has held parent training monthly and included three parent trainings on topics recommended by parents in last year's survey.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Reading and math strategies workshops are held each semester.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> The campus will conduct parent teacher conference contact during the month of October for all students including a discussion of the Home-School compact as it relates to each specific child and family. During second semester, prior to Spring Break, additional parent conferences will be held for struggling students and students at risk of failure.</p> <p><b>Strategy's Expected Result/Impact:</b> Initiate and Maintain parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, counselors</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The 1st Semester conferences have been completed.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   First semester conferences have been completed. Second semester conferences will be held with parents of struggling students.</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> All teachers will be involved in parent nights throughout the school year. (Meet the Teacher, Open House, Reading Night, Math Night, and Science Night)</p> <p><b>Strategy's Expected Result/Impact:</b> Initiate and maintain parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level, team leaders</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Check district calendar for conflicting schedules with Parks and Rec so parents are able to attend.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Reading and science night will be conducted during the second semester.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Emerging Bilingual parents will assist their student/s in planning, researching (reading and organizing), and producing a multicultural product to present at the Title III Parent Night.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will experience the struggles and celebrations Emerging Bilinguals have with assignments.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4, 5 - Perceptions 3, 4</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> N/A                      Will be completed November 30.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>  Title III parent night with multicultural product was completed the first semester.</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b> </p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> The campus will provide a Campus Volunteer Appreciation Celebration honoring the volunteers with certificates. The top volunteer with the most volunteer hours will be invited to the District Volunteer Appreciation Celebration.</p> <p><b>Strategy's Expected Result/Impact:</b> Continued volunteers</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> N/A                      A 1st Semester Appreciation is being held December 15 and another will be held second semester.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>  Volunteer appreciation was held in December; another is scheduled for May. The district volunteer appreciation is scheduled for April.</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></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 1:** By May 2024, 90% of the students will report they feel emotionally and physically safe at school as measured by a student survey.

**Evaluation Data Sources:** Parent and Student survey

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Staff will receive training in Restorative Practices supporting Conscious Discipline, Response to Intervention procedures, and school-wide procedures/expectations through professional development. The campus will also provide ongoing behavioral learning for students by the counselors during the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will maintain their calm and composure when dealing with student misbehavior.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Teachers, Principals. CIS</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   99% of the staff has been to restorative practices and counselors present ongoing strategies to teachers.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   99% of the staff has been to restorative practices and counselors present ongoing strategies to teachers.</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 daily "Morning Circle." The Morning Circle provides a powerful teaching model for building community, increasing student investment, decreasing bullying, and improving academic and social skills for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved feeling of student belonging and sense of classroom and school community as well as, a decrease in student misbehavior.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Morning Meeting is not taking place in all classes.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Morning meeting is not being done in all classrooms.</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> Counselors will engage Pre-kindergarten to 5th grade students in classroom guidance lessons that focus on social skills, character traits, appropriate behaviors, and integrate bully prevention strategies into regular classroom instruction and weekly classroom guidance. Counselors will also provide targeted guidance sessions for anti-bullying strategies. Incidents of suspected bullying will be investigated by the Treat Assessment Team and reported per KISD and state policies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved feeling of student belonging and sense of classroom and school community as well as, a decrease in student misbehavior.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Lessons are ongoing.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Lessons are ongoing.</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> A sensory room, the Serenity Den, will be used to help students regulate their emotional responses. This room will be overseen by the counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Room 314 has been designated as the Serenity Den and is utilized on an ongoing basis.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> The counselors utilize this room when working with students. (Ongoing)</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Campus leadership will monitor behavioral referrals, attendance, and provide interventions through behavior plans and the RtI process.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in office referrals and student misbehavior.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Ongoing </p> <p><b>Jan</b> <b>January Evidence of Progress</b> RTI meets monthly to discuss students who are on or need a BIP. Administration looks at attendance and behavior information monthly. (Ongoing) </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Students will participate in PE and meet the required number of minutes of movement activities each day. Physical Education Teachers will utilize sound instructional strategies that promote health and fitness as targeted by the TEKS. Each student has 90 minutes of physical education weekly with highly qualified teachers. Each child has 15 minutes of recess during the school day. Healthy habits are encouraged by all teachers and programs. Physical Fitness testing, Swimming, and Jump Rope For Heart are also offered throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with state and KISD rules and regulations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Ongoing, The coaches are following the district guidelines and curriculum. </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Ongoing, The coaches continue to follow the district guidelines and curriculum. </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Students will practice safety drills monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with state and KISD rules and regulations.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Ongoing each month. All drills have been scheduled.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Ongoing each month. All drills have been scheduled.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

**Performance Objective 1:** By May 2024, the Mountain View SBDM Team will monitor progress toward goals and management of resources and operations to ensure maximum efficiency and effectiveness throughout the 2023-24 school year,

**Evaluation Data Sources:** SBDM Agendas  
SBDM Minutes

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> SBDM will meet at least six times per school year focusing on campus goals and allocation of resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Involvement of all stakeholders in the educational process on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> SBDM has met three times in the first semester.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> SBDM has met three times in the first semester. Meetings have been scheduled for the second semester.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>	