

**Killeen Independent School District**  
**Mountain View Elementary School**  
**2022-2023 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 2023, 80% of students in grades 3-5 will meet the student achievement standard in READING. 80% of the Pre-K-2nd grade students will meet grade level standard as measured by CIRCLE, and MAP.



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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will implement, as mandated by the district, the 4 Components of the Next Generation Balanced Literacy into lesson plans based on Science of Teaching Reading as appropriate to each grade level.</p> <p>A. Read Aloud            B Shared Reading            C. Guided/Small group (based on F&amp;P, MAP, Running Records),            D. Independent Reading</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learning and improved reading fluency and comprehension skills.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, teachers</p> <p><b>Title I:</b>            2.4            - <b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 25% 3rd grade is going through STR this year. Teachers are including the four components in the classroom.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 50% Evidence of progress: At a minimum, 50% of teachers are implementing NGBL components in their classroom daily.</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 reading assessments throughout the school year.</p> <ul style="list-style-type: none"> <li>-Teacher created assessments K-1</li> <li>-Circle Pre-K 3 times per year</li> <li>-F&amp;P: Kindergarten 3rd 9 weeks, 1st grade ongoing</li> <li>-F &amp; P assessment in the fall to any student who scored below 40th %tile on the previous spring MAP Assessment and any newly enrolled student. Struggling (2 grades below) readers will also be assessed every nine weeks.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have specific reading data about every student to help inform reading instruction.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, principals, 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>Problem Statements:</b> Student Learning 2, 3, 5</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> The lower grade levels are on track with this. The upper grade levels are aware and have plans to F &amp; P students who score below 40% in January.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p> The lower grade levels are on track with this. Upper grade levels should be on track with F&amp;Ps and should now be assessing any students identified through Winter/MOY MAP.</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> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 7</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> Teachers have attended training and some have begun projects with their students.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p> Students should have begun their projects with help from their GT 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 4 Details	Reviews
<p><b>Strategy 4:</b> The campus will provide additional reading support to identified at-risk students in grades 1-5 with classroom tutors.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have needed intervention support in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CIS, Classroom 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>-</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Small group aides are working with students during the day, we are in the process of planning for tutors during the school day. We have not started reading support with tutors for at risk students in grades 1-5. Tina Cole has contacts from UMHB/Central Texas A&amp;M for volunteers and we'll have a flyer for Reading Night.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> At-risk students are receiving additional support in the classroom through accommodations as documented on their at risk-forms in Eduphoria.</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> Teachers will utilize Imagine Learning and other online programs for all students that focus on vocabulary and reading skills. New teachers may require professional development for the program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who receive intervention will demonstrate improved assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> AP's ELL 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>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Imagine Learning is being used in the classrooms.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Imagine learning continues to be utilized in 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 6 Details	Reviews
<p><b>Strategy 6:</b> Teachers will provide additional Targeted Support to student in sub population groups in reading through use of small group, guided reading strategies and implement high impact strategies that promote rigor and thinking at high cognitive levels daily in order to increase academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student sub groups will think and perform at higher cognitive levels.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, classroom teachers, principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Teachers are utilizing all programs to assist students.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Teachers are providing targeted supports based on students' needs as identified through CUA data and more recent MAP data. Almost all 4th and 5th grade students have completed their HB4545 interventions.</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 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 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> The Parent Liaison has parent trainings each month and we have met with parents for Dyslexia and ESL (Title III) this semester.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> The parent liaison recently held a resource fair, educating families about community resources. We also held a reading night in Dec. To encourage parental involvement.</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> The librarian will conduct a Summer Reading event for Title I Students (Summer, 2023).  <b>Strategy's Expected Result/Impact:</b> Increase the number of students who are engaged in reading during the summer.  <b>Staff Responsible for Monitoring:</b> Librarian, Principals</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  <b>Problem Statements:</b> Student Learning 2, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   This will occur in the summer.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   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 9 Details	Reviews
<p><b>Strategy 9:</b> Teachers will utilize online reading programs as well as fiction and nonfiction leveled books for instruction during intervention time for struggling and At Risk readers.  <b>Strategy's Expected Result/Impact:</b> Struggling readers will improve their reading fluency and comprehension.  <b>Staff Responsible for Monitoring:</b> CIS, AP's  Classroom teachers</p> <p><b>Title I:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  <b>Problem Statements:</b> Student Learning 2, 5</p>	

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**Nov**



**November Evidence of Progress**

Teachers use programs like Pebble Go online as well as structured lesson plans.

**Jan**



**January Evidence of Progress**

Teachers are using only reading programs and leveled passages (for example, Imagine Learning, Prodigy English, CommonLit, Readworks, Newsela, etc.) These sites all have reading materials available to be adjusted to certain levels and are being utilized during intervention.

**Mar**

**March Evidence of Progress**

**June**

**June Evidence of Progress**



No Progress



Accomplished



Continue/Modify





Discontinue











**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 2023, 80% of students in grades 3-5 will meet the student achievement standard in MATH. 80% of the Pre-K-2nd grade students will meet grade level standard as measured by CIRCLE, MAP.

**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> Demographics 1 - School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> IFD training occurred in August and will be given again in January. Teachers use this in planning in PLCs, and have incorporated Lead4ward intervention for all is used in K-5th grade math.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers received additional training on the IFDs during our PD day in January. Teachers have been given copies of the IFDs to utilize in planning, which has been evident during PLCs.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>




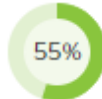
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will utilize small group instruction to include the use of manipulatives and hands on materials to provide opportunities for reteaching and remediation after core instruction and formative assessments. Strategies for using math manipulatives will be taught to parents so they can provide additional support at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Student learning in math will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, collaborative teams, CIS, principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers plan lessons to incorporate the use of manipulatives. Vertical Alignment Team meetings discuss what and how manipulatives are used in the classrooms. Plans for Math night will include hands on activities. Suggestion to involve parent liaison for trining parents on manipulative use.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers are utilizing math manipulatives during small groups to increase learning (including digital manipulatives/resources such as interactive number lines, digital area models, base ten blocks, etc.). Plans for math night have been submitted with the inclusion of manipulatives for parents/families to use at home.</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 additional Targeted Intervention Support to sub-population groups in math through use of small group instruction, and implement high impact strategies (collaboration, Gradual Release Model, Accountable Talk) that promote rigor and thinking at high cognitive levels daily in order to increase academic achievement. Suggested resources: Do The Math, Imagine Math, Dreambox, and Hands 2 Mind</p> <p><b>Strategy's Expected Result/Impact:</b> Sub-population groups will demonstrate increased learning in math.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, classroom teacher, principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Most grade levels have implemented this. but 4th grade feels their percentage is a little higher.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers are providing targeted support based on identified needs. For example, we have implemented LoneStar Learning as a way to identify gaps/ misconceptions and spiral in skills that students may be struggling with.</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 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 2023, 80% of students in grades 5 will meet the student achievement standard in SCIENCE.

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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will implement high impact strategies (collaboration, close reading, Gradual Release Model, Accountable Talk) that promote rigor and thinking at high cognitive levels in all PK-5 SCIENCE classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will think and perform at higher cognitive levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, CIS, Teacher Leaders</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   All grades are doing STEM each month; each grade level is doing science experiments.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers recently received training on the CER model and have begun to implement this into their science instruction.</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 utilize performance assessments in science to demonstrate student understanding of science concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Performance assessment data will provide information to inform planning and reteaching of skills and concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, CIS, teachers</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Grade levels use CUA's and teacher created assessments to assess science knowledge, SAVVAS is also being utilized.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers continue to use CUA data, SAVVAS tools, as well as STEMScopes to assess student understanding. Also after receiving CER model training, 2nd grade will use the model and an interactive word wall.</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> Students will participate in a STEM project that will have weekly components to build a strong understanding of a STEM project. Each grade level will present student products at the Spring STEM Fair that utilizes the (STEM) engineering design process and incorporating writing, research, and problem-solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased numbers of students engaged in science learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, CIS teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>STEM plans for each grade level monthly with every Friday as STEM day in Science and the use of STEM Mobile Lab from the District in grades 3-5</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>STEM days continue to take place every week in grade levels. Plans for the STEM fair are in motion, with classroom teachers planning what each class/grade level will present. We've discussed making the STEM presentations more interactive and participant involved this year.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p><b>June</b> <b>June Evidence of Progress</b></p>


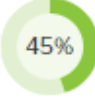




Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Teachers will provide science instruction daily which includes "hands on" lab experiences where students manipulate and work with science materials and experiments.</p> <p>TEA states that the Hands-on/instructional percentages be:  80/20 K-1  60/40 2-3  50/50 4-5</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learning of science skills and concepts.  <b>Staff Responsible for Monitoring:</b> CIS, principals, teachers</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<div data-bbox="1297 386 2011 516"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Hands on is gradually increasing and request for Lab materials are being requested.</p> </div> <div data-bbox="1297 540 2011 703"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Grade levels are continuing to implement hands on activities and labs with increasing frequency. Most classes participated in the STEM bus that visited our campus and also have frequent "labs" in the classroom.</p> </div> <div data-bbox="1297 719 2011 751"> <p><b>Mar</b> <b>March Evidence of Progress</b></p> </div> <div data-bbox="1297 776 2011 808"> <p><b>June</b> <b>June Evidence of Progress</b></p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 865 663 909">  No Progress </div> <div data-bbox="768 865 984 909">  Accomplished </div> <div data-bbox="1083 865 1331 909">  Continue/Modify </div> <div data-bbox="1436 865 1631 909">  Discontinue </div> </div>	

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

**Performance Objective 4:** By June 2023, 60% of special education students in grade 3-5 will score at the approaching level in the STAAR Reading Test.

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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will administer an F&amp;P assessment to all special education students at the beginning and end of the year, and as needed to make instructional decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have specific reading data about every special education student to help inform reading instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> This is ongoing with all SPED students.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> This is ongoing with all SPED students.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>


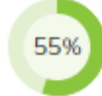


Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will use challenging texts on a daily basis to implement the 4 Components of the Next Generation Balanced Literacy in every classroom based on Science of Teaching Reading.</p> <p>A. Read Aloud            B Shared Reading            C. Guided/Small group (based on F&amp;P, MAP, Running Records),            D. Independent Reading</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learning and improved reading fluency and comprehension skills.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> 40%                      Students are collaborating and using all the components in regular classes and in resource.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p> 45%                      The ESL teachers continue to assist in classrooms and have noted teachers working toward this strategy.</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 1:** During the 2022-23 school year, 100% of the grade level and department PLC teams will participate in strategic planning that is aligned with building and district goals. Professional development will be held after school on Wednesdays.

**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, 2 - School Processes &amp; Programs 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> All grade levels meet weekly with an agenda.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> All grade levels meet weekly with an agenda. More focus is being addressed on interventions using CUA data and MAP data.</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> On designated Wednesdays the campus will provide professional development 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).</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, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> PD, trainings and vertical alignment meetings are scheduled on Wednesdays.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Completed science PD for increasing thinking through Claim Evidence and REasoning (CER) and other strategies. IFD training was addressed to take a deeper dive for understanding before each unit.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>




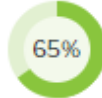
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Professional development opportunities will focus on strengthening ELAR and Math, improving collaboration, increasing the complexity of student thinking and classroom tasks, and addressing best practices for teachers of identified GT, identified EB and at-risk students in Professional Learning Communities. Professional development for teachers will focus on the unique needs of those learners.</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, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   GT teachers have had pd on the TPSP project, Several teachers attended PD for STEM and Science instruction and PLC planning training.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The STEM teachers presented information both at a CER training and during vertical alignment involving all grade level 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 4 Details	Reviews
<p><b>Strategy 4:</b> The campus will provide teacher planning/collaboration time during district professional development days and PLC's for unit planning and grade level/department learning. Third grade and new K-2 teachers will be focused on the reading academy and 4th grade and new 3rd grade teachers will work on district guided math initiatives on selected district professional development days.</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> CIS, principals</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   We have been supporting the district initiative each PD day.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   PD and grade level plannign were provided when teachers returned after Winter Break.</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> Additional teacher support and coaching will be addressed through a .5 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, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Our CIS supports teachers in all areas.</p> <p></p> <p><b>Jan</b> <b>January Evidence of Progress</b> The CIS has introduced MAP data in chart form in addition to supporting teachers.</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 6 Details	Reviews
<p><b>Strategy 6:</b> Tutors will be used to work with small groups. Small group instruction will focus on Balanced Literacy and math.</p> <p><b>Strategy's Expected Result/Impact:</b> The tutors will be able to work on specific targeted areas determined by data and teacher identification increasing student opportunity for growth in these areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison, CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> We have tutoring Monday, Tuesday, Thursday and Friday each week for grades 2-5 for small group tutoring.</p> <p></p> <p><b>Jan</b> <b>January Evidence of Progress</b> We continue to have students working with tutors.</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>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	




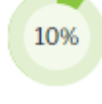




**Goal 3:** Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

**Performance Objective 1:** Ninety 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> The campus will conduct PULSE committee meetings each nine weeks.  <b>Strategy's Expected Result/Impact:</b> Increased engagement of parents in the learning process.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2  <b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   We held a PULSE meeting in October and one in November.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   We held a PULSE meeting in October and one in November.</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 (Tuesday/daily folders, Progress Monitoring (Kindergarten and Pre-K), monthly Smore newsletter, social media websites and call outs through BB and teacher use of the Remind and Talking Points App).  <b>Strategy's Expected Result/Impact:</b> Increased parent communication between home and school.  <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Principals</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   A parent Smore is sent out each month, all staff are using Remind, and social media is being used regularly.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   A parent Smore is sent out each month, all staff are using Remind, and social media is being used regularly.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>


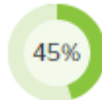


Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> The campus will conduct parent teacher conference contact during the month of October for all students including a discussion of the Home-School compact as it relates to each specific child and family. During second semester, prior to Spring Break, additional 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> Perceptions 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Parent-teacher conferences were held in October.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Parent-teacher conferences were held in October.</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> All teachers will be involved in a parent night each semester. (Meet the Teacher, Open House, Reading Night, Math Night, and STEM 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>Problem Statements:</b> Perceptions 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> We have held the first semester parent nights. (Meet the Teacher, Open House, Reading Night)</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> We are planning Math night 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 5 Details	Reviews
<p><b>Strategy 5:</b> Parent Liaison will coordinate volunteers and help plan Title I and Emergent Bilingual (EB) parent/family educational opportunities (Grade level curriculum, grading procedures, assessment results, grade level ELAR and math strategies, and parent resources).</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> Principal, CIS, Counselors</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Our Parent liaison holds monthly volunteer trainings and supports teachers and events with volunteers as needed.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Our Parent liaison holds monthly volunteer trainings and supports teachers and events with volunteers as needed.</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> 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 1, 2, 3, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   This will occur next semester.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   ESL teachers are working on a timeline for this project and hope to send information home after TELPAS testing is complete.</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 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 2023, 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> Teachers will conduct daily "Morning Circle" and Counselor's video campus-wide. 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>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>This is ongoing. The counselors have implemented social emotion lessons.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Ongoing based on time of 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 2 Details	Reviews
<p><b>Strategy 2:</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>Problem Statements:</b> School Processes &amp; Programs 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>All classes attend PE at least twice a week. Health has been added to the PE curriculum.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>All classes continue to meet twice a week. Healthy habits are a curriculum component of the PE class.</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> 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>Problem Statements:</b> School Processes &amp; Programs 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> All safety drills have been held each month.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> All safety drills have been held each month.</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> 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>Problem Statements:</b> School Processes &amp; Programs 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> The admin team have looked at referral data each month. A Threat Assessment Committee has been formed that consists of the Admin Team, Counseling Team and our facilitator to determine next steps for students with behaviors that need to be improved and could harm self or others.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> The admin team have looked at referral data each month. A Threat Assessment Committee has been formed that consists of the Admin Team, Counseling Team and our facilitator to determine next steps for students with behaviors that need to be improved and could harm self or others.</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> Counselors will 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 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>Problem Statements:</b> School Processes &amp; Programs 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   This is scheduled with teachers and ongoing throughout the school year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   This is scheduled with teachers and ongoing 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 6 Details	Reviews
<p><b>Strategy 6:</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 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   All teachers have gone through training.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   All teachers have gone through training.</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 2023, the Mountain View SBDM Team will monitor progress toward goals and management of resources and operations to ensure maximum efficiency and effectiveness throughout the 2022-23 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 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> We have met two of six meetings.</p> <p></p> <p><b>Jan</b> <b>January Evidence of Progress</b> We have met three times this year.</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>
<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:** By June 2023, Mountain View ES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin; CIS</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   This academy has been organized and students have been attending since October.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   We are ending the first phase of tutoring and will use data to identify the students in grades 3-5 who would benefit with additional tutoring.</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>	