

Killeen Independent School District
Reeces Creek Elementary School
2023-2024 Formative Review with Notes



Mission Statement

Reeces Creek Elementary creates a supportive, dedicated, responsible, and cohesive community for all students that, leads students to a well-rounded education. By providing students with the support they need for whole-student education, students become achievers of academic success throughout their tenure at Reeces Creek Elementary and beyond.

Vision

"Using education to support, inspire, and empower our students."

Value Statement

+ Care

+ Respect

+ Growth Mindset

+ Integrity

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Goals





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




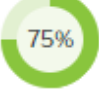
Performance Objective 1: By June 2024, 55% of 3-5 grades will reach the standard of MEETS EXPECTATIONS for the reading STAAR, 85% of PK students will score at or above grade level on the Reading Circle, and 50% of K-2 students will be at or above grade level on the reading MAP.





Evaluation Data Sources: MAP
STAAR
Circle
CUA (Curriculum Unit Assessments)






Strategy 1 Details	Reviews
<p>Strategy 1: An additional intervention para-professional will assist with tier 2 and tier 3 intervention for at-risk students during the reading intervention for grades K-5.</p> <p>Strategy's Expected Result/Impact: Improved Reading scores</p> <p>Staff Responsible for Monitoring: Principal CIS SBDM</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	<p>Nov November Evidence of Progress  RCES has 1 intervention para on campus who assists with intervention.</p> <p>Jan January Evidence of Progress  RCES has 1 intervention para on campus who assists with intervention.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Intervention teachers will implement Tier 2 and 3 interventions and provide targeted intervention support for at-risk students in reading for grades K-5. Groups will be formed based on reading level as determined by MAP and other campus based data.</p> <p>Strategy's Expected Result/Impact: Improved Reading Results</p> <p>Staff Responsible for Monitoring: Principal CIS SBDM</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy <p>Problem Statements: Student Learning 1, 2, 3</p>	<p>Nov November Evidence of Progress</p> <p> Intervention teachers working with K-5 students during a designated time. Groups have been determined using MAP and iStation data.</p> <p>Jan January Evidence of Progress</p> <p> Intervention teachers working with K-5 students during a designated time. Groups have been determined using MAP and iStation data.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Tutoring opportunities will be offered to students who are invited by their teacher who have unfinished learning because of the ongoing effects of COVID-19 school closure. Those providing services will be classroom teachers and auxiliary personnel.</p> <p>Strategy's Expected Result/Impact: Improved student performance on assessments and closing gaps in learning.</p> <p>Staff Responsible for Monitoring: Principal and CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy <p>Problem Statements: Student Learning 6</p>	<p>Nov November Evidence of Progress</p> <p> Tutoring began November 7th. The leadership team looked at initial data for invites of students and allowed for a few additional students invited by teachers.</p> <p>Jan January Evidence of Progress</p> <p> Tutoring began November 7th. The leadership team looked at initial data for invites of students and allowed for a few additional students invited by teachers. New tutoring groups will begin on February 13.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>Strategy 4: To support the teachers in their efforts to grow and improve their craft, the campus will hold weekly, hour-long PLC meetings for K-5 teachers to be involved in planning unit learning utilizing the backward design model and the TEKS Resource System along with the YAG (year at a glance) created by Killeen Independent School District.</p> <p>Strategy's Expected Result/Impact: Improved student scores</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> PLCs occur weekly from 7:00am to 8:00am. 2-5 attend each week and K-1 attend every other week. During these PLCs, lesson are internalized and data is reviewed.</p> <p>Jan January Evidence of Progress</p> <p> PLCs occur weekly from 7:00am to 8:00am. 2-5 attend each week and K-1 attend every other week. During these PLCs, lesson are internalized and data is reviewed.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: iStation will be used to individualize morning and intervention work throughout the campus in kindergarten through fifth grade to increase reading foundational skills.</p> <p>Strategy's Expected Result/Impact: Increased reading scores on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Principal CIS SBDM</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 7</p>	<p>Nov November Evidence of Progress</p> <p> iStation is implemented during intervention time as well as other times throughout the day. Data is tracked through weekly usage reports.</p> <p>Jan January Evidence of Progress</p> <p> iStation is implemented during intervention time as well as other times throughout the day. Data is tracked through weekly usage reports.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 6 Details	Reviews
<p>Strategy 6: Spanish reading materials will be purchased for utilization during balanced literacy station work</p> <p>Strategy's Expected Result/Impact: Improved TELPAS, STAAR, and MAP scores</p> <p>Staff Responsible for Monitoring: Principal CIS ESL Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov November Evidence of Progress  Spanish reading materials lists were requested. They are pending purchase.</p> <p>Jan January Evidence of Progress  Spanish reading materials lists were requested. They are pending purchase.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: Students will participate in online keyboarding skills training to develop automaticity, thus allowing students to focus on typing complete thoughts instead of finding a letter at a time.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS, STAAR, and CUA scores.</p> <p>Staff Responsible for Monitoring: Principal Computer teacher</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 7</p>	<p>Nov November Evidence of Progress  An online keyboarding program was purchased. It is currently being utilized in some grade levels during specials time.</p> <p>Jan January Evidence of Progress  An online keyboarding program was purchased. It is currently being utilized in some grade levels during specials time.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

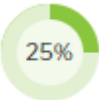

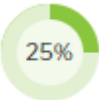

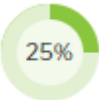

Strategy 8 Details	Reviews
<p>Strategy 8: PreK-5th grade students will have access to the use of technology for online reading intervention to support reading development and growth.</p> <p>Strategy's Expected Result/Impact: Improve Circle Reading scores</p> <p>Staff Responsible for Monitoring: Principal CIS Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	<p>Nov November Evidence of Progress</p> <p> PreK technology is pending purchase. After finalizing the PreK purchase, additional technology will be purchased to support the remainder of the grades.</p> <p>Jan January Evidence of Progress</p> <p> The order has been included in the system and is pending district approval to purchase technology.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 9 Details	Reviews
<p>Strategy 9: All students in grades Kinder through 3rd will receive systematic phonics instruction through the Benchmark program on a daily basis in both whole group and small group instruction.</p> <p>Strategy's Expected Result/Impact: Improve MAP and STAAR scores</p> <p>Staff Responsible for Monitoring: Principal APs CISes Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	<p>Nov November Evidence of Progress</p> <p> K-3rd grade are using Benchmark phonics daily as expected through the program.</p> <p>Jan January Evidence of Progress</p> <p> K-3rd grade are using Benchmark phonics daily as expected through the program.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


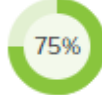


Strategy 10 Details	Reviews	
<p>Strategy 10: Pre-K students will receive supplemental instruction with an instructional aide to work in small groups on literacy, math, and social skills.</p> <p>Strategy's Expected Result/Impact: Improve Reading Results in PreK</p> <p>Staff Responsible for Monitoring: Principal CIS SBDM</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	<p>Nov N/A</p> <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress The PreK aide has been interviewed and submitted to district pending HR.</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 553 663 597">  No Progress </div> <div data-bbox="764 553 982 597">  Accomplished </div> <div data-bbox="1079 553 1333 597">  Continue/Modify </div> <div data-bbox="1434 553 1629 597">  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 2: By June 2024, 60% of 3-5 grades will reach the standard of the meet expectation for the math STAAR, 88% of PK students will score at or above grade level on the Math Circle, and 55% of K-2 students will be at or above grade level on the math MAP.

Evaluation Data Sources: MAP
 STAAR
 CIRCLE
 CUA (Curriculum Unit Assessments)

Strategy 1 Details	Reviews												
<p>Strategy 1: Classroom and intervention teachers will implement tier 2 and 3 interventions and provide RTI support for at-risk students in math for grades K-5. In order to further support teachers in their math instruction and intervention, math manipulatives will be utilized during math instruction in every grade level. The manipulatives will support students learning and the connections they make between concrete to abstract thinking.</p> <p>Strategy's Expected Result/Impact: Improved Math Scores</p> <p>Staff Responsible for Monitoring: Principal CIS Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	<table border="0"> <tr> <td data-bbox="1297 521 1381 548">Nov</td> <td data-bbox="1535 521 1902 548">November Evidence of Progress</td> </tr> <tr> <td data-bbox="1283 553 1381 651"></td> <td data-bbox="1415 553 2001 646">Math manipulatives are being used in multiple classes throughout the campus. Not all classes have been observed using manipulatives to this date.</td> </tr> <tr> <td data-bbox="1297 675 1381 703">Jan</td> <td data-bbox="1535 675 1892 703">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1283 708 1381 805"></td> <td data-bbox="1415 708 2001 800">Math manipulatives are being used in multiple classes throughout the campus. Not all classes have been observed using manipulatives to this date.</td> </tr> <tr> <td data-bbox="1297 829 1381 857">Mar</td> <td data-bbox="1535 829 1881 857">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1297 881 1381 909">June</td> <td data-bbox="1535 881 1871 909">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Math manipulatives are being used in multiple classes throughout the campus. Not all classes have been observed using manipulatives to this date.	Jan	January Evidence of Progress		Math manipulatives are being used in multiple classes throughout the campus. Not all classes have been observed using manipulatives to this date.	Mar	March Evidence of Progress	June	June Evidence of Progress
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Mar	March Evidence of Progress												
June	June Evidence of Progress												




Strategy 2 Details	Reviews
<p>Strategy 2: An online intervention tool [ST Math] will be used to individualize morning and intervention work throughout the campus in kindergarten through fifth grade to increase math foundational skills.</p> <p>Strategy's Expected Result/Impact: Increased Math scores</p> <p>Staff Responsible for Monitoring: Principal CIS SBDM</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	<p>Nov November Evidence of Progress</p> <p> ST Math is being used during intervention and other times throughout the day. Weekly progress monitoring occurs.</p> <p>Jan January Evidence of Progress</p> <p> ST Math is being used during intervention and other times throughout the day. Weekly progress monitoring occurs.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Utilizing the district's data protocol, teachers will consistently review data gathered from their PA's and their CUA's regarding student growth.</p> <p>Strategy's Expected Result/Impact: Student growth and increased CUA scores.</p> <p>Staff Responsible for Monitoring: Principal CISes</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> The campus has reviewed data from CUAs and other lessons to determine student misconceptions and growth. Questions from the district data protocol are asked to guide discussion.</p> <p>Jan January Evidence of Progress</p> <p> The campus has reviewed data from CUAs and other lessons to determine student misconceptions and growth. Questions from the district data protocol are asked to guide discussion.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 4 Details	Reviews
<p>Strategy 4: Math talk, problem solving, and math academic vocabulary will be taught through PD, and utilized throughout grades K-5.</p> <p>Strategy's Expected Result/Impact: Increased Math STAAR scores</p> <p>Staff Responsible for Monitoring: Principal CIS Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	<p>Nov November Evidence of Progress  Math academic vocabulary is being utilized in some classes. It is discussed in PLCs on campus.</p> <p>Jan January Evidence of Progress  Math academic vocabulary is being utilized in some classes. It is discussed in PLCs on campus.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Guided math will be implemented and monitored through coaching walks, in all third, fourth, and fifth grade classrooms.</p> <p>Strategy's Expected Result/Impact: Increased CUA and STAAR math scores.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals CIS</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	<p>Nov November Evidence of Progress  Guided math is being implemented in most classes and the CISes and admin have completed coaching walks to observe math lessons.</p> <p>Jan January Evidence of Progress  Guided math is being implemented in most classes and the CISes and admin have completed coaching walks to observe math lessons.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 3: By June 2024, 50% of students in grades 3-5 will achieve the MEETS standard on the writing/short answer portion of the Reading STAAR assessment.

Evaluation Data Sources: CUA
STAAR
Teacher Made Assessments





Strategy 1 Details	Reviews
<p>Strategy 1: Teachers in grades K-5 will attend professional development with Empowering Writers for the effective implementation of writing lessons and strategies.</p> <p>Strategy's Expected Result/Impact: Improved writing scores</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov</p> <p> 50%</p> <p>November Evidence of Progress Empowering Writers is scheduled for January 8, 2024.</p> <p>Jan</p> <p> 100%</p> <p>January Evidence of Progress Empowering Writers PD occurred on January 8, 2024.</p> <p>Mar</p> <p> 100%</p> <p>March Evidence of Progress</p> <p>June</p> <p>June Evidence of Progress</p>



















Strategy 2 Details	Reviews
<p>Strategy 2: K-5 Classroom and Intervention teachers will use data protocols to determine areas of need in writing during weekly PLCs and implement adjustments to lesson plans to address targeted writing TEKS.</p> <p>Strategy's Expected Result/Impact: Improved writing scores</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov November Evidence of Progress</p> <p> 15% The campus has reviewed data from CUAs and other lessons to determine student misconceptions and growth. Questions from the district data protocol are asked to guide discussion.</p> <p>Jan January Evidence of Progress</p> <p> 70% The campus has reviewed data from CUAs and other lessons to determine student misconceptions and growth. Questions from the district data protocol are asked to guide discussion. ARACE has been added as a teaching strategy to enhance writing.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 4: By June 2024, 40% of 5th-grade students will reach the MEETS standard for science.

Evaluation Data Sources: STAAR
MAP
CUA





Strategy 1 Details	Reviews
<p>Strategy 1: Generation Genius will be utilized to provide students with supplemental science inquiry experiences and real-world experiences to enhance daily science lessons in grades K-3.</p> <p>Strategy's Expected Result/Impact: Improved Science Scores Provide additional Real-world Experiences</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 5</p>	<p>Nov November Evidence of Progress  Generation Genius has been purchased as of November 27, and accounts are being created to distribute to teachers.</p> <p>Jan January Evidence of Progress  Generation Genius has been purchased as of November 27, and accounts are being created to distribute to teachers.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Utilizing the district's data protocol, teachers will consistently review data gathered from their PA's and their CUA's regarding student growth in Science and implement reteaches to support growth.</p> <p>Strategy's Expected Result/Impact: Improved student scores.</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress  The campus has reviewed data from CUAs and other lessons to determine student misconceptions and growth. Questions from the district data protocol are asked to guide discussion.</p> <p>Jan January Evidence of Progress  The campus has reviewed data from CUAs and other lessons to determine student misconceptions and growth. Questions from the district data protocol are asked to guide discussion.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

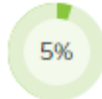





Strategy 3 Details	Reviews								
<p>Strategy 3: At the beginning of each unit of study, teachers in grades 3-5 will create a concept map of the science vocabulary for the unit showing the relationships between the words and how they connect to one another. Science vocabulary will be posted on word walls in each classroom to guide academic vocabulary in all 3-5 classes.</p> <p>Strategy's Expected Result/Impact: Increased Science STAAR scores and CUA scores.</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 5</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <p>Nov</p>  <p>15%</p> </td> <td data-bbox="1381 115 2028 256"> <p>November Evidence of Progress</p> <p>In lesson plans, teachers are including science vocabulary to show scientific relationship. Some classes has science word walls.</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p>Jan</p>  <p>30%</p> </td> <td data-bbox="1381 272 2028 414"> <p>January Evidence of Progress</p> <p>In lesson plans, teachers are including science vocabulary to show scientific relationship. Some classes has science word walls.</p> </td> </tr> <tr> <td data-bbox="1262 430 1381 467"> <p>Mar</p> </td> <td data-bbox="1381 430 2028 467"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 483 1381 521"> <p>June</p> </td> <td data-bbox="1381 483 2028 521"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p>  <p>15%</p>	<p>November Evidence of Progress</p> <p>In lesson plans, teachers are including science vocabulary to show scientific relationship. Some classes has science word walls.</p>	<p>Jan</p>  <p>30%</p>	<p>January Evidence of Progress</p> <p>In lesson plans, teachers are including science vocabulary to show scientific relationship. Some classes has science word walls.</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 5: By June 2024, 100% of GT students will show one year's growth on MAP and score meets or masters on STAAR.

Evaluation Data Sources: STAAR
MAP





Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will provide differentiated instruction for GT students and students who may be identified as GT with project based learning to meet their unique academic needs and continue to ensure they are challenged to grow academically.</p> <p>Strategy's Expected Result/Impact: GT Showcase where students present their TPSP projects to the public.</p> <p>Staff Responsible for Monitoring: Principal CIS GT Cluster Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p>	<p>Nov November Evidence of Progress</p> <p> Most GT classes are receiving differentiated instruction for students through online programs and small group extension.</p> <p>Jan January Evidence of Progress</p> <p> Most GT classes are receiving differentiated instruction for students through online programs and small group extension. Ms. Maxson will begin pulling small groups of GT students weekly to work on their projects.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Book sets will be ordered to further grow the reading levels of the GT students. These levels will support gifted learners in grades K through 5th grade.</p> <p>Strategy's Expected Result/Impact: Increased MAP scores and one year's growth for all GT students.</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math -</p> <p>Problem Statements: Student Learning 8</p>	<p>Nov November Evidence of Progress</p> <p> Book sets have been discussed and the ordering is pending.</p> <p>Jan January Evidence of Progress</p> <p> Book sets have been discussed and the ordering is pending.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 3 Details	Reviews
<p>Strategy 3: The students who are identified as Gifted and Talented will be taken on a field experience outside of Killeen to further enrich and extend their learning.</p> <p>Strategy's Expected Result/Impact: One year's growth on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 8</p>	<p>Nov November Evidence of Progress  The GT field trip is currently being investigated to determine what the best option will be.</p> <p>Jan January Evidence of Progress  The GT field trip is currently being investigated to determine what the best option will be.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 6: By June 2024, 100% of EB students will score one level higher on the TELPAS.

Evaluation Data Sources: TELPAS





Strategy 1 Details	Reviews
<p>Strategy 1: Reading and writing training will be provided for ESL interventionist and ESL aid to improve the instructional lesson planning for EB students.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS Scores</p> <p>Staff Responsible for Monitoring: Principal CIS SBDM</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov November Evidence of Progress</p> <p> ESL teachers received training at the beginning of the year on Summit K-12. They are implementing these reading and writing strategies with small groups through Summit K-12.</p> <p>Jan January Evidence of Progress</p> <p> ESL teachers received training at the beginning of the year on Summit K-12. They are implementing these reading and writing strategies with small groups through Summit K-12.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: An audio library of books with a hard copy will be expanded for campus classrooms that have EB students. These audiobooks will be available for EB students to check out for home and classroom use.</p> <p>Strategy's Expected Result/Impact: Improved reading and writing scores for EB students.</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov November Evidence of Progress</p> <p> Audio books have been discussed and are pending purchase from the ESL department.</p> <p>Jan January Evidence of Progress</p> <p> Audio book suggestions have been sent and are pending purchase.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: ESL teachers will provide small group intervention lessons for EB students that target vocabulary development and literacy skills specifically targeting academic vocabulary that will transfer to classwork in the regular education classroom. Additional practice with vocabulary and academic language will be provided using Summit K-12.</p> <p>Strategy's Expected Result/Impact: Increase of TELPAS ratings Increased STAAR scores Reading CUA Scores</p> <p>Staff Responsible for Monitoring: Principal CISs ESL teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov November Evidence of Progress  Small group intervention is provided to K-5 EB students using Summit K-12.</p> <p>Jan January Evidence of Progress  Small group intervention is provided to K-5 EB students using Summit K-12.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 7: By June 2024, 40% of 3-5 SPED students will reach the MEETS standard for math and reading STAAR, and 100% of K-2 SPED students will show at least one year's worth of growth on the MAP.

Evaluation Data Sources: STAAR
MAP
CUA

Strategy 1 Details	Reviews
<p>Strategy 1: Inclusion and general education teachers will participate in collaborative training, coaching, and instruction throughout the school year</p> <p>Strategy's Expected Result/Impact: Improved assessment and STAAR scores</p> <p>Staff Responsible for Monitoring: Principal APS SPED Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> While there have been some collaborative trainings, this has been limited so far on campus. Monthly staff PD is provided to all.</p> <p>Jan January Evidence of Progress</p> <p> While there have been some collaborative trainings, this has been limited so far on campus. Monthly staff PD is provided to all. Empowering writers training was provided for all.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: The SPED teaching staff will participate in PLCs to analyze data and plan appropriate interventions that align with the students' IEP goals to close the instructional gaps.</p> <p>Strategy's Expected Result/Impact: Improved instructional strategies</p> <p>Staff Responsible for Monitoring: Principal Campus Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> Monthly SPED PLCs occur to discuss data and other special education specific information.</p> <p>Jan January Evidence of Progress</p> <p> Monthly SPED PLCs occur to discuss data and other special education specific information.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



No Progress



Accomplished



Continue/Modify










Discontinue









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: 100% of Reeces Creek teachers and educational associates will participate in campus and district professional development on improving and enhancing classroom instruction. These opportunities will strengthen classroom instruction so that student achievement grows.

Evaluation Data Sources: sign-in sheets

Strategy 1 Details	Reviews
<p>Strategy 1: An additional 1.0 Campus Instructional Specialist (CIS) will coach and provide RTI support, professional development, and PLC support for teachers.</p> <p>Strategy's Expected Result/Impact: Improved assessment scores and identification for students who need special programs support</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1, 2, 3, 5 - School Processes & Programs 1, 2</p>	<p>Nov November Evidence of Progress An additional full-time CIS was hired in July, 2023.</p> <p> 100%</p> <p>Jan January Evidence of Progress An additional full-time CIS was hired in July, 2023.</p> <p> 100%</p> <p>Mar March Evidence of Progress</p> <p> 100%</p> <p>June June Evidence of Progress</p>




Strategy 2 Details	Reviews
<p>Strategy 2: Professional development will be provided to build teacher capacity, examine data, and plan targeted intervention to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Improve STAAR scores, CUA scores, and MAP scores</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> Professional development is provided to teachers as needed to include Teach Like a Champion strategies and ST Math, iStation, and Empowering Writers.</p> <p>Jan January Evidence of Progress</p> <p> Professional development is provided to teachers as needed to include Teach Like a Champion strategies and ST Math, iStation, and Empowering Writers.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Administrators will go on coaching walks together to calibrate and improve one another's capacity for having coaching conversations with the teachers they appraise.</p> <p>Strategy's Expected Result/Impact: Stronger coaching to support teachers work in the classroom</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1, 2, 3, 5 - School Processes & Programs 3</p>	<p>Nov November Evidence of Progress</p> <p> Administrators have attended coaching walks together at least monthly to discuss lesson delivery and expectations for the grade levels.</p> <p>Jan January Evidence of Progress</p> <p> Administrators have attended coaching walks together at least monthly to discuss lesson delivery and expectations for the grade levels.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 4 Details	Reviews
<p>Strategy 4: The Campus Instructional Specialists will provide monthly and as-needed support to new teachers in Universal Screeners, campus operations, technology, and other important new teacher information. The support to new teachers will lead to more aligned instruction the first time concepts are taught.</p> <p>Strategy's Expected Result/Impact: Support for new teachers and better-aligned instruction.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3, 5 - School Processes & Programs 1, 2, 3</p>	<p>Nov November Evidence of Progress  Monthly PD is provided to new teachers on campus and is included in the committee meeting rotations.</p> <p>Jan January Evidence of Progress  Monthly PD is provided to new teachers on campus and is included in the committee meeting rotations.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Teachers and administration will be supported through Action Coaching that will be provided by Region 12 support staff as well as the Get Better Faster coaching model, to further develop teacher planning and implementation through immediate, targeted feedback.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores. Increased CUA scores. Increased MAP scores</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>-</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress  Region 12 has been to RCES 4 times so far during the 23-24 school year.</p> <p>Jan January Evidence of Progress  Region 12 has been to RCES 6 times so far during the 23-24 school year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	




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









Performance Objective 1: By June 2024, Reeces Creek will increase opportunities for parents to participate in academic learning sessions from 31% to 50% and will increase the volunteer opportunities from six events to twelve events.

Evaluation Data Sources: Sign In Sheets
Master Event Calendar

Strategy 1 Details	Reviews
<p>Strategy 1: A Parent Liaison will foster positive relationships between the school and home by coordinating parent engagement opportunities, facilitating parenting classes (during the day and in the evening), including for families with children who are not yet school age to teach and model early literacy strategies, and promoting ongoing two-way communication.</p> <p>Strategy's Expected Result/Impact: Increased opportunity for parent involvement</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p>	<p>Nov November Evidence of Progress  RCES has a full-time Parent Liaison to support daily campus needs as well as additional extra-curricular events.</p> <p>Jan January Evidence of Progress  RCES has a full-time Parent Liaison to support daily campus needs as well as additional extra-curricular events.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Reeces Creek Elementary will host a variety of in-person family academic events in the evenings for Reeces Creek students. Such events and activities will include a focus on math and literacy strategies. Reeces Creek will also offer parent-teacher conferences, math strategy night, reading with your family night, family fun run, Read Across America, and music performances to facilitate parent involvement.</p> <p>Strategy's Expected Result/Impact: Increased opportunity for parent involvement Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2 Problem Statements: Demographics 1, 3 - Perceptions 1, 2</p>	<p>Nov November Evidence of Progress  RCES has held 3 after-school family events so far for the community.</p> <p>Jan January Evidence of Progress  RCES has held 4 after-school family events so far for the community.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Reeces Creek will utilize multiple platforms to inform parents of upcoming events.</p> <p>Strategy's Expected Result/Impact: Increased opportunity for parent involvement Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2 Problem Statements: Demographics 1, 3 - Perceptions 1</p>	<p>Nov November Evidence of Progress  Currently, SMORE, calls, texts, Class Dojo, Google Voice, Zoom, social media, in person conferences, and email are utilized to communicate with parents.</p> <p>Jan January Evidence of Progress  Currently, SMORE, calls, texts, Class Dojo, Google Voice, Zoom, social media, in person conferences, and email are utilized to communicate with parents.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 4 Details	Reviews
<p>Strategy 4: Parent-Teacher Conferences will be held during the first semester.</p> <p>Strategy's Expected Result/Impact: Increased opportunity for parent involvement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1, 3 - School Processes & Programs 3 - Perceptions 1</p>	<p>Nov November Evidence of Progress  Parent-teacher conferences were held from October 16-November 3.</p> <p>Jan January Evidence of Progress  Parent-teacher conferences were held from October 16-November 3.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Parents will be invited to assist with the development of the upcoming school year's home school compact and parent engagement policy through in-person or virtual meetings.</p> <p>Strategy's Expected Result/Impact: Increased opportunity for parent involvement</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 3 - Perceptions 1</p>	<p>Nov November Evidence of Progress N/A Parents have not yet assisted in development of the home school compact.</p> <p>Jan January Evidence of Progress N/A Parents have not yet assisted in development of the home school compact.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>










Strategy 6 Details	Reviews
<p>Strategy 6: Parents will be invited to participate on the SBDM committee through virtual and face-to-face options.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement.</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 3 - Perceptions 1</p>	<p>Nov November Evidence of Progress 2 parents are currently on the SBDM committee.</p> <p> 50%</p> <p>Jan January Evidence of Progress 2 parents are currently on the SBDM committee.</p> <p> 75%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: Parents of EB students will be able to check out books and supplies to support literacy and language development at home.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS scores</p> <p>Staff Responsible for Monitoring: Principal CIS ESL Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 1</p>	<p>Nov November Evidence of Progress The EB library is available but has had limited success for parents to check out materials.</p> <p> 25%</p> <p>Jan January Evidence of Progress The EB library is available but has had limited success for parents to check out materials.</p> <p> 35%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: By June 2024, 90% of students at Reeces Creek will be celebrated for positive behaviors in the classroom and school.

Evaluation Data Sources: Referral numbers




Strategy 1 Details	Reviews
<p>Strategy 1: Students will have the opportunity to earn DOJO Dollars for showing good character and being campus role models. Students will be able to spend their DOJO Dollars in the school store and for the nine week's behavior bash.</p> <p>Strategy's Expected Result/Impact: Decreased referrals and increased number of students who attend the behavior bash</p> <p>Staff Responsible for Monitoring: Principal APS Counselors</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	<p>Nov November Evidence of Progress  The DOJO cart has celebrated student behavior once so far this year.</p> <p>Jan January Evidence of Progress  The DOJO rewards have celebrated student behavior twice so far this year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: The campus conduct committee will meet monthly to review discipline data, student behavior celebration data, and discuss refinement to the campus-wide behavior system.</p> <p>Strategy's Expected Result/Impact: A decrease in student discipline incidents</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Code of Conduct Committee Members</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	<p>Nov November Evidence of Progress  The CCC has held monthly meetings within the committee meeting rotation schedule.</p> <p>Jan January Evidence of Progress  The CCC has held monthly meetings within the committee meeting rotation schedule.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 3 Details	Reviews
<p>Strategy 3: Reeces Creek will work to become a No Place for Hate Campus to further combat bullying and aid in violence prevention. The counselors will create a student council that will assist in the development and implementation of becoming an identified campus.</p> <p>Strategy's Expected Result/Impact: A decrease in student discipline incidents and prevention of bullying</p> <p>Staff Responsible for Monitoring: Principal Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	<p>Nov November Evidence of Progress</p> <p> RCES received their No Place for Hate Campus designation for the 22-23 school year in November. Restorative practices and other counselor support are in place to continue this designation through the 23-24 school year.</p> <p>Jan January Evidence of Progress</p> <p> RCES received their No Place for Hate Campus designation for the 22-23 school year in November. Restorative practices and other counselor support are in place to continue this designation through the 23-24 school year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: In order to maintain the physical well-being of our students, we have a daily 20-minute recess and 250 minutes of PE every two weeks. Our staff also participates in monthly wellness challenges.</p> <p>Strategy's Expected Result/Impact: Improved physical health.</p> <p>Staff Responsible for Monitoring: PE Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>-</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	<p>Nov November Evidence of Progress</p> <p> At least 250 minutes of PE occurs every 2 weeks for all students. Recess is built into the schedule to include 20 minutes for every grade level.</p> <p>Jan January Evidence of Progress</p> <p> At least 250 minutes of PE occurs every 2 weeks for all students. Recess is built into the schedule to include 20 minutes for every grade level.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 2: By June 2024, 100% of the required safety drills will be conducted and a review of campus safety procedures will be reviewed.

Evaluation Data Sources: Safety Drill Record
 Campus Safety Audit
 Efficiently (in 20 minutes or less) dismiss all students safely



Strategy 1 Details	Reviews	
<p>Strategy 1: Each classroom and administrative office will have a safety kit with the required supplies</p> <p>Strategy's Expected Result/Impact: A fully supplied, up to date safety kit with all materials for each classroom</p> <p>Staff Responsible for Monitoring: Principal APS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Safety kits were distributed in August to support all classrooms.</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Safety kits were distributed in August to support all classrooms.</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>


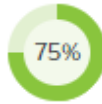


Strategy 2 Details	Reviews
<p>Strategy 2: Monthly fire drills, two tornado drills and one external and internal lock down drill will be conducted throughout the school year.</p> <p>Strategy's Expected Result/Impact: Safety Drill Compliance</p> <p>Staff Responsible for Monitoring: Principal APS</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress Safety drills have occurred monthly as designated.</p> <p></p> <p>Jan January Evidence of Progress Safety drills have occurred monthly as designated.</p> <p></p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	






















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

Performance Objective 1: By June 2024, Reeces Creek will effectively manage resources, and operations 100% of the time so that learning time is maximized.

Evaluation Data Sources: Master Schedule
Interventionist Schedules

Strategy 1 Details	Reviews
<p>Strategy 1: Grades K-5 will have a scheduled intervention time where teachers and other professionals will work with small groups to target math and reading gaps particular to their students.</p> <p>Strategy's Expected Result/Impact: Increased reading and math scores</p> <p>Staff Responsible for Monitoring: Principal CIS Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	<p>Nov November Evidence of Progress</p> <p> The campus schedule includes a 60 minute intervention block daily for all students in K-5. Small group instruction is based on data taken by intervention teachers and general education teachers.</p> <p>Jan January Evidence of Progress</p> <p> The campus schedule includes a 60 minute intervention block daily for all students in K-5. Small group instruction is based on data taken by intervention teachers and general education teachers.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: EB students will receive quality education by ESL certified teachers that demonstrate appropriate strategies and language development in their L2.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS Scores</p> <p>Staff Responsible for Monitoring: Principal ESL Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov November Evidence of Progress</p> <p> Summit K-12 is provided to all EB students from one of the 2 ESL teachers on campus. In addition, all teachers with EB students have a certification to support these students.</p> <p>Jan January Evidence of Progress</p> <p> Summit K-12 is provided to all EB students from one of the 2 ESL teachers on campus. In addition, all teachers with EB students have a certification to support these students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Teachers and educational associates will work in small groups to identify areas of need through the use of iStation and ST Math data and other data sources so that they can help increase student achievement in math and reading</p> <p>Strategy's Expected Result/Impact: Increased reading and math scores</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> The intervention team has reviewed data to determine small groups for intervention. The teachers and intervention team use resources from iStation and ST Math.</p> <p>Jan January Evidence of Progress</p> <p> The intervention team has reviewed data to determine small groups for intervention. The teachers and intervention team use resources from iStation and ST Math.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews								
<p>Strategy 4: The campus master schedule for all grade levels K-5 has a 120-minute ELAR block, 90 minute Math block, and a 60 minute intervention block daily.</p> <p>Strategy's Expected Result/Impact: All instructional minutes as required by the district will be followed</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <p>Nov</p>  </td> <td data-bbox="1381 115 2028 256"> <p>November Evidence of Progress</p> <p>The master schedule includes the daily allotted amount of time for ELAR, Math, and Intervention.</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p>Jan</p>  </td> <td data-bbox="1381 272 2028 414"> <p>January Evidence of Progress</p> <p>The master schedule includes the daily allotted amount of time for ELAR, Math, and Intervention.</p> </td> </tr> <tr> <td data-bbox="1262 430 1381 571"> <p>Mar</p>  </td> <td data-bbox="1381 430 2028 571"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 587 1381 641"> <p>June</p> </td> <td data-bbox="1381 587 2028 641"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>The master schedule includes the daily allotted amount of time for ELAR, Math, and Intervention.</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>The master schedule includes the daily allotted amount of time for ELAR, Math, and Intervention.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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