

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



# Mission Statement

Our mission is to educate all students so that each one reaches their maximum potential in leadership and academics.

## Vision

At Montague Village Elementary School, we believe that we are growing students in academics and leadership. Our world needs leaders who are educated, passionate and have strength of character. Our hope is that when a child leaves our school, they will not only be educated in the curriculum, but also have the wisdom to help others in the world around them. We educate students to become future leaders. “Leadership and learning are indispensable to each other.” John F. Kennedy

## Value Statement

We Value: Teamwork, Loyalty, Knowledge, Compassion, Leadership, Student Achievement, Growth, Tenacity

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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:** Through the implementation of consistent instructional practices that engage learners and provide support through interventions. Montague Village staff will ensure the academic success of all students with the goal of increasing STAAR scores across all content areas by 10% by the end of 2023-2024 school year.





## HB3 Goal






**Evaluation Data Sources:** STAAR test, CUA's, MAP data, writing samples, lesson plans, walkthroughs and grade level formative/summative evaluations, to include pre-assessments.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> In Professional Learning Communities, teachers and support staff will examine data using the data protocol in reading, math, science and writing from benchmark and common assessments and progress monitoring to identify specific strengths and weaknesses for all students. This process will be used to develop intervention and remediation groups based this data. The campus instructional team will support this process.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboration on instructional strategies and formative data will help teachers to increase scores in reading, math, science and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS AP</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2, 3 - School Processes &amp; Programs 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>PLC continues to serve as a place for teachers to review data and make instructional decisions.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>PLC supports the campus in using data to support instructional practices.</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 be taught how to track their own progress and will engage in progress monitoring activities on a daily basis. Tracking folders will be used to support this process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores in reading, math, science and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Progress monitoring activities continue to support students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Students continue to take ownership to track 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 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will utilize CFA 2.0 documents and the Unit Planning Process to plan lessons. The planning process will be supported in PLC's and campus wide grade level planning day on Thursdays. District provided lesson plans will be utilized to support the planning process and standard alignment. GRR, high impact evidenced strategies and instructional resources will be present in the planning process to maximize instruction time for all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will be impacted by teacher clarity of standards during the planning process.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 5, 7, 8</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The campus continues to support the unit planning process to support instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers continue to plan and utilize campus wide planning days.</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 utilize the KISD lesson plan template and administrators will review lesson plans weekly to ensure alignment to Unit Maps and Pacing Calendar. This process will be monitored and coached through PLC's.</p> <p><b>Strategy's Expected Result/Impact:</b> The lesson planning process will be supported which will impact instructional delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 5, 8 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers use the lesson planning template and the unit map and pacing calendars to support the planning process.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The process of planning continues to be supported in PLC.</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> PLC's will support instruction and engage teachers in open air data conversations. Collaborative conversations will support teacher clarity on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to make data driven decisions to support student outcomes during instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's CIS</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Open air data conversations take place during PLC.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Collaborative conversations support teacher clarity as they review data in PLC's</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 and staff will utilize the intervention block to support students struggling with mastery of concepts. Face-to-face as well as online interventions will be utilized. Istation and ST Math will be utilized as a tier 1 intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Early intervention will support student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP' CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   ST math has been implemented on campus to support tier 1 intervention.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   ST math is monitored and tracked on campus to support students during tier 1 intervention.</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> Teachers will utilize high impact strategies; GRR, accountable talk to promote rigor, and thinking at high cognitive levels. These high impact strategies will be reinforced in PLC. The structure for effective PLC will continue to be refined in learning communities. Ongoing professional development to include conferences will support fidelity of best instructional practices to support student achievement. This process will also be supported during campus planning days.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in mastery of grade level content, and collaboration in professional learning communities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 5 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers continue to participate in ongoing professional development.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Professional development continues to support teacher clarity and high impact strategies.</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> Teachers will be provided additional planning time to support instruction. This will take place during power hour for grades K-5th, and on campus wide planning days. This will support teachers in planning and delivering instruction to meet the needs of all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity of instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 5 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Additional planning time was provided on PD days.</p> <p> 35%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> The campus is preparing to support grade level planning days to support instruction.</p> <p> 55%</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 high impact strategies to support Gifted and Talented students. Professional development will be provided to include conferences that include strategies for rigor and high cognitive levels for high achieving learners/ GT students. This learning will be supported in PLC's.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in mastery of grade level content, and collaboration in professional learning communities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Professional development was provided for GT.</p> <p> 100%</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 100%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> 100%</p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> The Campus will administer benchmarks and common assessments throughout the school year in state assessed subject areas using a variety of resources and develop intervention and remediation groups based on the data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in identifying students needing additional support on grade level content through intervention.</p> <p><b>Staff Responsible for Monitoring:</b> CIS's, AP's Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 5 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Common assessments are used to develop intervention and remediation.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Common assessments were provided a variety of resources to support intervention.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 11 Details	Reviews
<p><b>Strategy 11:</b> Teachers will provide differentiated activities/strategies during intervention time for GT students to include the completion of the TPSP.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their knowledge of concepts by engaging in differentiated strategies.</p> <p><b>Staff Responsible for Monitoring:</b> CIS's, AP's, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Gt students have started the TPSP project.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Gt students continue to use intervention time to work on the TPSP.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 12 Details	Reviews
<p><b>Strategy 12:</b> Through the use of technology devices, students will engage in a variety of technology based lessons and interventions to support learning across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Maximize student learning through the use of technology experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Tech, CIS, Admin</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Technology based lessons and intervention support learning across all content areas.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Technology based lessons and intervention continue to support learning across content areas.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 13 Details	Reviews
<p><b>Strategy 13:</b> Campus Leadership/ Instructional team will conduct regular classroom walk-through observations and coaching observations across all content areas to monitor the implementation of PLC Unit Planning Process as it relates to instruction and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk-through evidence, coaching walk evidence</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS</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>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 5 - Perceptions 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Walk through observations continue to support all content areas.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Walk through observations continue to support all content areas. Feedback is given to support instruction on campus.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 14 Details	Reviews								
<p><b>Strategy 14:</b> The campus will monitor progress of all students in all content areas and provide students with additional opportunities for deliberate practice to master grade level content.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on formative assessments after targeted instruction to mastery of 70% or greater.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 7 - School Processes &amp; Programs 6</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <p><b>Nov</b></p>  </td> <td data-bbox="1381 115 2024 256"> <p><b>November Evidence of Progress</b></p> <p>Campus continues to monitor content areas and instruction to support grade levels.</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p><b>Jan</b></p>  </td> <td data-bbox="1381 272 2024 414"> <p><b>January Evidence of Progress</b></p> <p>Feedback is provided to support grade levels, and PLC supports instructional routines.</p> </td> </tr> <tr> <td data-bbox="1262 430 1381 467"> <p><b>Mar</b></p> </td> <td data-bbox="1381 430 2024 467"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 483 1381 521"> <p><b>June</b></p> </td> <td data-bbox="1381 483 2024 521"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>Campus continues to monitor content areas and instruction to support grade levels.</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Feedback is provided to support grade levels, and PLC supports instructional routines.</p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></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 2:** In 2022-2023 the percentage of fifth grade students who scored Approaches on the STAAR Science Test was 66%. By June 2024, 76% of fifth grade students will Approach grade level performance on the STAAR Science Assessment.



















**HB3 Goal**

**Evaluation Data Sources:** Percentage of students scoring Meet on STAAR Science and grade level assessments.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Students will increase their knowledge of science by reading nonfiction expository selections.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on the Science STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Assistant Principals</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Students engage in nonfiction expository selections.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Students continue to engage in nonfiction selections.</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> Science investigations and hands on learning experiences will be provided for students to support concepts and to create lab experiences that connect to state content standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR and CUA assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialist</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Science investigations and hands on experiences support content.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Science investigations and hands on experiences support content.</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 analyze data from science assessments to identify strengths and weaknesses. Academic vocabulary to support science concepts will also be assessed to ensure instruction is designed to meet the needs of learners who need additional support understanding concepts. Lesson Design will support content and development of academic vocabulary to meet the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of students making growth on STAAR and campus science assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Science assessment continue to guide instruction and lesson design.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Lesson design support academic vocabulary to meet the needs of 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 4 Details	Reviews
<p><b>Strategy 4:</b> Administration will conduct walkthroughs to ensure that effective science instruction takes place in all classrooms for the allotted amount of minutes per week. Teachers in PK3-5th grade will engage students in the required numbers of minutes per week for science.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective science instruction will take place in all classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Walkthroughs support science instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Students engage in instruction and receive the required number of minutes for science.</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> Students will participate in interventions to support science academic vocabulary, and support hard to teach concepts based on the data and the achievement on assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students making academic growth in science, and mastering science concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Academic vocabulary supports science concepts for hard to teach concepts.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Data continues to be used to support hard to teach concepts in science.</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 utilize small group instruction to include the use of manipulatives and hands on materials to provide opportunities to reteach, and provide remediation after core instruction and assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in Tier 1, and Tier 2 RTI</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Specialist</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Small group instruction supports reteaching concepts and remediation.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Small group instruction continues to support remediation in science concepts.</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> Teachers will implement critical thinking components in all science lessons. Teachers will embed literacy TEKS into science to support cross curricular student content knowledge and to support integration of varied response strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores in STAAR science and CUA/performance assessments in all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<table border="0"> <tr> <td data-bbox="1283 120 1381 256"> <p><b>Nov</b></p>  </td> <td data-bbox="1415 120 1919 185"> <p><b>November Evidence of Progress</b> Literacy concepts continue to support TEKS.</p> </td> </tr> <tr> <td data-bbox="1283 277 1381 414"> <p><b>Jan</b></p>  </td> <td data-bbox="1415 277 1919 375"> <p><b>January Evidence of Progress</b> Teachers continue to integrate varied response strategies.</p> </td> </tr> <tr> <td data-bbox="1283 435 1381 467"> <p><b>Mar</b></p> </td> <td data-bbox="1556 435 1885 467"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1283 488 1381 521"> <p><b>June</b></p> </td> <td data-bbox="1562 488 1879 521"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b> Literacy concepts continue to support TEKS.</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> Teachers continue to integrate varied response strategies.</p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"> No Progress</td> <td style="text-align: center;"> Accomplished</td> <td style="text-align: center;"> Continue/Modify</td> <td style="text-align: center;"> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
 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 3:** Based on STAAR data, the percentage of students in grades 3rd-5th who Approached standards was 74% . By June 2024, we will see an increase in Approaches in Reading by 10% across all tested grade levels.





**HB3 Goal**

**Evaluation Data Sources:** Percentage of students who Meet Standard and Master on STAAR Reading.





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> To support reading and language arts, teachers will use the GRR framework with "Next Generation Balanced Literacy" to help students in the area of balanced literacy, meta-cognition and phonics. All teachers will implement the components of balanced literacy daily. The Fountas and Pinnell Interactive Read Loud Collection will be used to support Balanced Literacy. The Benchmark system will also be utilized to support phonics instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase comprehension skills in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4, 7 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Resources to support GRR and balanced literacy continue to be utilized during instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Resources continue to support balanced literacy.</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> Intervention support will help struggling students by providing supplemental small group instruction in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Struggling students will have extra tutoring during the day to increase STAAR scores in reading, writing, math and science.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal 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 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Intervention supports struggling students / small group instruction in reading and math.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Intervention supports struggling students small group instruction in reading and math.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Each grade level will have a specified tutoring time to help all students needing interventions in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who struggle will have extra time to practice before they are assessed with STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Assistant Principals Math Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Intervention supports reading for students needing additional support.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Intervention support students in reading.</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 use the Comprehension toolkit to support balanced literacy instruction. A comprehension toolkit lesson should be planned and reflected in the lesson plans per unit of study ( Bi weekly when applicable.)</p> <p><b>Strategy's Expected Result/Impact:</b> Balanced literacy will be supported which will impact instructional delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Comprehension toolkit is reflected in the lesson plans for a unit of study.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Comprehension toolkit is reflected in the lesson plans for a unit of study.</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 analyze data from reading assessments in order to identify strengths and weaknesses and to allow teachers to design instruction that meet the needs of students. This will include performance assessments. This data will be used to support the intervention process on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth on reading standards, and the percentage of students passing the STAAR test will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4, 7 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Data will support intervention process on campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Data supports intervention process on campus.</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> Administration will conduct walkthroughs to ensure that effective Reading instruction is taking place in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective reading instruction will take place in all classroom and implementation of balanced literacy framework.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Walkthroughs are conducted to support reading instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Feedback is provided to teachers during reading 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 7 Details	Reviews
<p><b>Strategy 7:</b> Teachers will implement all components of the balanced literacy framework, and district design plan with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased results on STAAR, MAP, and CUA's in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4, 7 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Teachers utilize balanced literacy framework, and lesson design.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Balanced literacy framework and district design is implemented with fidelity.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Teachers will utilize small group instruction to include the use of manipulatives and hands on materials to provide opportunities to Reteach and provide remediation after core instruction and assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in students needing Tier 2, and Tier 3 RTI.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Reteach and remediation supports small group and reteach of difficult concepts.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Manipulatives and hands on materials provide opportunities for remediation.</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> Early literacy teachers-3rd grade will implement a variety of literacy activities, targeted small group instruction aligned to literacy guidelines. Phonics interventions will also support this process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percent of students reaching end of year mastery in phonics, reading fluency and comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher CIS Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Phonics interventions continue to support small group instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Phonic interventions support small group 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 10 Details	Reviews
<p><b>Strategy 10:</b> With the support of the CIS, the campus will utilize the PLC unit planning process for developing literacy lesson plans using the literacy CUA's to guide instruction. Teachers will implement components of balanced literacy, comprehension at the core at all grade levels through whole group, small group and digital formats.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on local and state assessment</p> <p><b>Staff Responsible for Monitoring:</b> CIS, Admin</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers implement balanced literacy and comprehension at the core at all grade levels.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers implement balanced literacy, comprehension at the core.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 11 Details	Reviews
<p><b>Strategy 11:</b> The CIS will support the planning process of embedding Empowering writers and the Comprehension toolkit. During PLC's, teachers will engage with the lessons and texts as they plan for literacy instruction. Intentional connections will be made with Empowering Writers and the comprehension toolkit.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR and CUA scores</p> <p><b>Staff Responsible for Monitoring:</b> CIS Admin</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 4 - School Processes &amp; Programs 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   CIS supports planning process for comprehension at the core and empowering writers resources.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   CIS continues to support planning.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 12 Details	Reviews
<p><b>Strategy 12:</b> Teachers will utilize reading and writing across the content areas through the use of Empowering Writers resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will meet students individual needs. CUA data will reflect student increase in writing proficiency in responses.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS Grade level teams</p> <p><b>Problem Statements:</b> Student Learning 4, 7 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Empowering Writers resources supports content areas. ARACE strategy implementation across grade levels.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Empowering Writers resources support content areas. ARACE strategy is used to support grade levels.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p 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 4:** Based on the STAAR Math data, the percentage of students in grades 3rd-5th who met Approaches standard was 60% . By June 2024, we will see an increase by 10%.





**HB3 Goal**


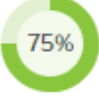

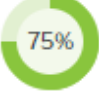
**Evaluation Data Sources:** Percentage of students who Meet Standard and Master on STAAR Math.





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Each grade level will have a specified tutoring time to help all students needing interventions in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in MAP, CUA, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 5 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Math interventions support students needing additional support.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Math interventions support students needing additional support.</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> All grade levels will practice math problem solving skills every day to increase math achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase math scores on STAAR and MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Assistant Principals</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 3, 5 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Problem solving is implemented campus wide to support students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Lonestar continues to support student and implementing problem solving with fidelity.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will utilize small group instruction to include the use of manipulatives and hands on materials to provide opportunities to reteach, and provide remediation after core instruction and assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the number of students needing Tier2, Tier 3 RTI.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 5, 7 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teacher utilize small group instruction to support remediation and hard to teach concepts.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Small group instruction supports remediation and hard to teach concepts.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Teachers will analyze data from common math assessments and performance assessments in order to identify strengths and weaknesses and to design instruction to meet the needs of students. Data analysis will allow for identification of students needing intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth and percentage of students passing the STAAR Math will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3, 5 - School Processes &amp; Programs 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers analyze data for common assessments to design instruction for students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Data analysis supports students needing intervention and teachers supporting students.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Teachers will implement with consistency and fidelity strategies that support academic vocabulary, critical thinking, fact fluency, and spiraling. The GRR framework will be used as well to ensure instruction is a complete cycle. Guided math will support this process and ensure students are mastering grade level concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the results on campus, district and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3, 5, 7 - School Processes &amp; Programs 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   GRR will be used to support instruction and guided math on campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   GRR, academic vocabulary and spiraling support math concepts and instructional practices.</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> Administration will conduct walkthroughs during daily problem solving and math instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity of math instruction in all classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Walkthroughs continue to support math instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Feedback is used to support math instruction.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>


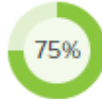


Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> With the support of the CIS, teachers will integrate varied response strategies to support writing across content areas in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in math scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CIS Admin</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3, 5 - School Processes &amp; Programs 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Varied response strategies to support content areas in math.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Varied response strategies to support content areas in math.</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> Teachers will implement number sense, and fact fluency routines to build number sense and ability to solve problems in real life situations as well as aligned small group instruction and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in EOY standards on Circle, MAP, CUA and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CIS Admin</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 7 - School Processes &amp; Programs 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Small group supports math concepts.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Small group instruction and activities support.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>




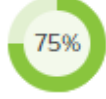




Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Professional development will be provided on guided math, and building numeracy skills during PLC's and professional development days.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased implementation of guided math and numeracy skills in classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher CIS Admin</p> <p><b>Problem Statements:</b> Student Learning 7 - School Processes &amp; Programs 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Professional development support guided math and building numeracy skills during PLC's</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Professional development support guided math and math concepts.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> Teachers will implement math spiral reviews daily to increase proficiency in grade level content standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased proficiency in math content standards</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CIS Admin</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Spiral reviews support grade level standards.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Teachers implement math spiral reviews daily.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress          Accomplished          Continue/Modify          Discontinue       </p>	

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

**Performance Objective 5:** Throughout the 23-23 school year, GT Students will continue to master grade level content as evidenced in CUA, performance assessments and increased Mastery Level performance on STAAR.

**Evaluation Data Sources:** STAAR Assessments  
CUA Assessments




Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will connect high school to career and college by providing extension opportunities for Gifted/Talented students. One of the extension activities will include a service project generated by student interest and will be TEKS aligned.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to utilize technology to increase engagement in 21st century skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Extension activities support students in GT.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Extension activities support GT.</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> Technology will be used by GT students for research and as a tool to support the TPSP project.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote academic growth for GT students and support newly identified GT students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP, CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> GT Students are supported during the TPSP project.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> GT students are supported during the TPSP project.</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> GT Students will receive intervention time to work on enrichment in order to increase academic proficiency's.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of GT students meeting student achievement standard and making growth will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Intervention supports learners and enrichment.</p> <p> 50%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Intervention supports academic proficiency.</p> <p> 70%</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 CIS will provide ongoing support to teachers on the nature and needs of gifted students and differentiated activities and strategies to support gifted students.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of GT students meeting student achievement standard and making growth will increase.</p> <p><b>Staff Responsible for Monitoring:</b> CIS Teachers Admin</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Gifted students are supported through differentiated activities.</p> <p> 50%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Gifted students are supported through differentiated activities.</p> <p> 75%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	









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

**Performance Objective 6:** 100% of EB learners in grades 3rd-5th scored approaches or above in all content areas of the STAAR test. By June 2024 there should be continued growth by 5% for EB learners in all tested categories approaches, meets, masters.

**Evaluation Data Sources:** CUA  
STAAR Assessments

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> ELL teacher will support ELL students in both "push-in" and "pull-out" instructional settings. ELL teacher will also support students in small group by pre teaching vocabulary, and reteaching difficult concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL students will have access to the English language in a different way to increase reading comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS ELL teacher</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> Demographics 2 - Student Learning 2, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   ELL students are supported in push in and pull out services.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   ELL students are supported in push in and pull out services.</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> ELL students will receive daily intervention during the scheduled intervention time to work on vocabulary and academic areas of concerns in literacy. Students will focus on building vocabulary and language skills applied in reading, math, social studies and science content.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in percentage of ELL students passing assessments and growth. MAP, CUA, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   ELL students receive intervention in vocabulary and academic areas.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   ELL students receive intervention in vocabulary and academic areas.</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> ELL teachers will collaborate with the General Education teachers and support the planning process to ensure ELPS are being supported through instruction for EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in achievement on TELPAS and assessments for EL learners.</p> <p><b>Staff Responsible for Monitoring:</b> CIS's, AP's, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   ELL teachers collaborate with General Education teachers and support the planning process.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   ELL teachers collaborate with General teachers to support ELL and ELPS</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> Supplemental curricula, instructional materials, educational software, and/or assessment resources designed to support ELL students will be used to increase academic achievement of English Learners. This includes integrating visual aides, academic vocabulary games, hands-on task, and review assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement on TELPAS and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   ELL students receive additional support to master concepts.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Supplemental curriculum supports students through summit 12 and other programs.</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> Summit K12 will be utilized in preparation for TELPAS and to support the ELPS under the direction of the ELL teacher and classroom teachers serving EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> TELPAS scores will increase for student group</p> <p><b>Staff Responsible for Monitoring:</b> Teacher CIS Admin</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 5 - School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Summit k12 is utilized on campus for students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </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:** 100% of teachers will participate in professional development to build teacher capacity and increase teacher knowledge of standards to improve student achievement resulting in a 5% increase in achievement in reading, math, writing and science.

**Evaluation Data Sources:** STAAR and MAP data









Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Professional development will be provided to staff in all content areas through PLCs. Staff will also receive PD on Instructional Coaching and Coaching data to build the capacity of all and ensuring expert instructional delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff will be able to utilize data to support the instructional core of the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Instructional coaching supports instructional practices on campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Professional development continues to provide support through PLC's</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 CIS will meet with new teachers and arrange peer observations to provide support during the first year. Additional support will be provided for 2nd year teachers, and those switching grade levels to support instruction in their classrooms. Monthly meetings will be held with the campus instructional specialist to ensure all teachers are supported.</p> <p><b>Strategy's Expected Result/Impact:</b> Support for new teachers to determine professional development needs to increase STAAR and MAP scores. This will also support teacher retention on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   CIS meets teachers to support grade level and instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Meetings support instruction 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 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will use full day PLC's to plan standards based aligned instruction to build clarity about the TEKS, GRR, and assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved assessment scores for all student groups</p> <p><b>Staff Responsible for Monitoring:</b> CIS Admin</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers use PLC's to plan standards and align instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers use full day to plan PLC's</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> Staff will be provided the opportunity to meet in vertical teams each 9 weeks to develop relationships across the campus which encourage connection and support for staff retention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff morale evidenced in EOY rounding conversations</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's CIS Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Vertical teaming has been difficult to accomplish on campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Some gains have been made in teachers working together across the campus.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

**Performance Objective 2:** The campus will foster an environment that supports a positive campus culture, and self care for all teachers and staff.





**Evaluation Data Sources:** Campus Surveys





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> The campus will support self care and the well being of teachers and staff by protecting planning and instruction time. This will be supported by additional planning time and recognition on campus to promote a positive work environment.</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Campus supports self care by recognitions. </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Planning time is encouraged for teachers to support the progress. </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> The campus will recognize a teacher/staff member a month. The recognition will promote teacher motivation and campus expectations</p> <p><b>Strategy's Expected Result/Impact:</b> Positive campus culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, CIS, Counselors</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Recognitions promote teacher motivation. </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Ongoing campus recognitions support teachers. </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:** By the end of the 2023-2024 school year, 90% of Montague Village parents will have participated in parent involvement opportunities on campus.

**Evaluation Data Sources:** Take home folders  
 Student Planners  
 Parent Conference forms  
 Surveys

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will establish effective communication with all parents by using daily communication, Tuesday folders and conferencing at least 2 times a year. Grade level newsletters will also be utilized to communicate curriculum and information to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have information to help students with homework and daily classwork.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principals            CIS            Counselor</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers utilize Tuesday folders and daily communication.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers and parents continue to partner for the success of 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 coordinate conferences in the fall and spring with parents. Conferences will also be held after each progress report and report card for students scoring below 70 in a content area.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will become a partner with the teacher to reinforce good study habits.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            CIS</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers continue to coordinate conferences in the fall and spring with parents.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Conferences are held after progress reports to support students and to partner with parents.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Counselors will coordinate parent workshops. Workshops will be held within the day to support self regulation skills, study habits, and resources for supporting students academic school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will discover ways to help students with reading and math at home to support student achievement of at risk learners by attending parent workshops. Parents will also have a better understanding of what the academic school day entails.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Workshops are held within the school day to support self regulation and students during the academic school day.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Workshops are held within the school day to support partnerships with parents.</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> Family open house and curriculum nights will be held. Reading and math achievement will be addressed during the campus events. The Title One Annual Meeting will be held on campus in the fall. Parents will be invited to review and revise the Home School Compact and the Parent and Family Engagement Policy. Parents will also be provided resources to support their students at home. Virtual options may be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement and interest in State Expectations in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors, Assistant Principals, CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Open house, curriculum nights were held to make connections to families and students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Parents are provided opportunities to engage with their students.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Counselors will create family fliers, newsletters and update the Facebook page as needed. Blackboard system will also be used to communicate campus events and updates to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have multiple ways to access information from the school to stay informed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's CIS Counselors</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Campus communication is used to engage and interact with parents.</p> <p> 50%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Campus communication is used to engage and interact with parents.</p> <p> 75%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> The school will send out parent surveys at the end of the fall and spring semester to receive input on the culture, climate and educational experiences at Montague Village.</p> <p><b>Strategy's Expected Result/Impact:</b> The surveys will be used to determine effectiveness of the academic and social/emotional experiences of the students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Parent surveys were sent to receive input on the educational experience at Montague.</p> <p> 50%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Parent surveys were sent to support feedback from the community.</p> <p> 50%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 7 Details	Reviews								
<p><b>Strategy 7:</b> A family engagement night will be held in the Spring for ELL students. This could be a virtual option for participating.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement with ELL students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP CIS</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 4</p>	<table border="0"> <tr> <td data-bbox="1262 115 1388 256"> <b>Nov</b>  </td> <td data-bbox="1388 115 2034 256"> <b>November Evidence of Progress</b> ELL engagement event and information was shared with parents. </td> </tr> <tr> <td data-bbox="1262 256 1388 397"> <b>Jan</b>  </td> <td data-bbox="1388 256 2034 397"> <b>January Evidence of Progress</b> </td> </tr> <tr> <td data-bbox="1262 397 1388 539"> <b>Mar</b>  </td> <td data-bbox="1388 397 2034 539"> <b>March Evidence of Progress</b> </td> </tr> <tr> <td data-bbox="1262 539 1388 646"> <b>June</b> </td> <td data-bbox="1388 539 2034 646"> <b>June Evidence of Progress</b> </td> </tr> </table>	<b>Nov</b> 	<b>November Evidence of Progress</b> ELL engagement event and information was shared with parents.	<b>Jan</b> 	<b>January Evidence of Progress</b>	<b>Mar</b> 	<b>March Evidence of Progress</b>	<b>June</b>	<b>June Evidence of Progress</b>
<b>Nov</b> 	<b>November Evidence of Progress</b> ELL engagement event and information was shared with parents.								
<b>Jan</b> 	<b>January Evidence of Progress</b>								
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<table border="0"> <tr> <td data-bbox="464 651 663 706"> No Progress</td> <td data-bbox="758 651 982 706"> Accomplished</td> <td data-bbox="1073 651 1335 706"> Continue/Modify</td> <td data-bbox="1430 651 1629 706"> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
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**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.




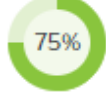
**Performance Objective 1:** By June 2024, the number of discipline referrals will decrease by a minimum of 5% from the previous year total of 557.





**Evaluation Data Sources:** Counselor reports, discipline reports, bully reporter



















Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Counselors will provide lessons and strategies to help students achieve educational and behavioral goals.</p> <p>Small group counseling services will be provided to At Risk students in academic, social and emotional areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive behavior and self esteem help contribute to positive student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors Assistant Principals Technologists Librarian CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> Counselors provide lessons and support students.</p>  <p><b>Jan</b>                      <b>January Evidence of Progress</b> Counselors engage in lessons to support 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> Students who receive 2 serious referrals will be entered into the RTI process to develop a plan for behavior intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> By addressing behavior needs early, students can be provided accommodations to increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   RTI process is implemented to support behaviors on campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   RTI process is implemented to support behavior intervention.</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> AP's, counselors and teachers will work closely together to keep students safe and learning in the classroom. This will take place by ensuring restorative practices are present in the classroom, and the campus expectations plan is being followed with fidelity to support partnerships with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> By learning new strategies to help students self manage their emotions, the teachers will be able to maintain a calm and inviting culture to meet the needs of all learners.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors AP's Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Restorative practices support students in the classroom.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Restorative practices continues to support students in the classroom.</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 participate in continued training on strategies to De-escalate and support students. This will help students achieve academic and behavioral goals. The campus counselors will support with restorative practices by providing ongoing support.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive behavior will contribute to student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Teachers utilize strategies to support students.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Teachers support students by the use of restorative practices.</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> Students at Montague Village will be recognized based on the character traits outlined in character lessons provided by the school counselors. The campus will also implement positive behavior support initiatives to recognize positive behavior on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of students making positive choices on campus will increase supporting decrease in discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Campus positive behavior initiatives to recognize positive behavior supports student behavior.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Campus initiatives support student behavior.</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 report claims of bullying and violence prevention to administrators. Administrators will issue consequences and follow the SCOC to support a positive culture on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in bullying and discipline incidents on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Admin continues to support consequences and follow the SCOC to support a positive culture on campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Admin supports consequences and reinforces positive behaviors.</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> Restorative practices will be used by teachers to support relationships on campus. The positive behavior support initiative will also be utilized on campus to support relationships and expected behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive behavior on campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Positive behavior initiatives support positive behavior.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Restorative practices is used to support relationships on campus.</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 campus will conduct safety drills and evaluate threat assessment needs on campus to ensure the safety and well being of students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> By addressing the safety needs on campus. Student learning can take place on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <p><b>Nov</b></p>  </td> <td data-bbox="1381 115 2028 256"> <p><b>November Evidence of Progress</b></p> <p>Safety drills are in compliance on campus.</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p><b>Jan</b></p>  </td> <td data-bbox="1381 272 2028 414"> <p><b>January Evidence of Progress</b></p> <p>Campus safety drills and evaluate to ensure the safety and well being of students and staff.</p> </td> </tr> <tr> <td data-bbox="1262 430 1381 467"> <p><b>Mar</b></p> </td> <td data-bbox="1381 430 2028 467"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 483 1381 521"> <p><b>June</b></p> </td> <td data-bbox="1381 483 2028 521"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>Safety drills are in compliance on campus.</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Campus safety drills and evaluate to ensure the safety and well being of students and staff.</p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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**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:** All students will engage in physical activity supporting the health of students.





**Evaluation Data Sources:** Master Schedule





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Montague Village will use the master schedule to ensure that students receive the required minutes of physical activity per week. During this time they will engage in the desired PE activity to support the health of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of minutes received for weekly physical activity. Students meet the expectations for physical activity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist Teachers/ PE Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Students required minutes of physical activity per week.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The master schedule ensures students receive the required number of minutes.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
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**Goal 5:** Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

**Performance Objective 1:** During the 23-24 school year, Montague Village will effectively manage resources and operations 100% of the time to maximize instructional time and increase the effectiveness of professional learning communities and stakeholder engagement opportunities.

**Evaluation Data Sources:** Budget Data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> SBDM meetings will review, revise and evaluate the campus plan and the use of supplemental funds to support learning outcomes for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Budget monitoring of use of funds to support functions on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> SBDM reviews, and evaluates the campus plan.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> SBDM meetings support the campus plan support learning outcomes for 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> Montague Village will put in place systems to monitor instructional supplies, safeguarding cash, deposits, and receipts to maintain reliable financial records.</p> <p><b>Strategy's Expected Result/Impact:</b> Audit findings for the 20-21 school year. Budget management to support campus functions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Systems are in place to support financial records.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Systems are in place to support financial records.</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> Principal will meet weekly with secretary to review the campus budget along with documentation and procedures for remaining in compliance.</p> <p><b>Strategy's Expected Result/Impact:</b> Functioning budget for campus operations</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Principal meets with the secretary to review budget and compliance.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Principal meets with the secretary to review budget and compliance.</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> Leadership meetings will review, revise and evaluate campus systems and operations.</p> <p><b>Strategy's Expected Result/Impact:</b> Functioning budget for campus operations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Leadership meetings support campus systems and operations.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Leadership meetings support campus systems and operations.</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> 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>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 7, 8 - School Processes &amp; Programs 5</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <p><b>Nov</b></p>  <p>20%</p> </td> <td data-bbox="1381 115 2028 256"> <p><b>November Evidence of Progress</b></p> <p>Timeline for the after school learning academy/ tutoring and support.</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p><b>Jan</b></p>  <p>40%</p> </td> <td data-bbox="1381 272 2028 414"> <p><b>January Evidence of Progress</b></p> <p>After school learning/ tutoring will be established to provide instructional support.</p> </td> </tr> <tr> <td data-bbox="1262 430 1381 467"> <p><b>Mar</b></p> </td> <td data-bbox="1381 430 2028 467"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 483 1381 521"> <p><b>June</b></p> </td> <td data-bbox="1381 483 2028 521"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p>  <p>20%</p>	<p><b>November Evidence of Progress</b></p> <p>Timeline for the after school learning academy/ tutoring and support.</p>	<p><b>Jan</b></p>  <p>40%</p>	<p><b>January Evidence of Progress</b></p> <p>After school learning/ tutoring will be established to provide instructional support.</p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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