

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



Mission Statement

We will teach expertly to ensure all students learn at high levels.

Vision

As a high-functioning professional learning community, Maxdale Elementary will lead the way in preparing our students to be

FUTURE-READY!

Our Big Hairy Audacious Goal (BHAG):

Academic

We make **NO EXCUSES**. We are committed to creating a school that knows **NO LIMITS** to the success of our student.

Every student without exception will be proficient or advanced in all subjects.

Life-Ready Skills

We will empower our students with life-ready skills for success both now and in the future: communication, creativity, critical thinking, collaboration, growth mindset, goal-setting

Value Statement

We will empower our students with life-ready skills for success both now and in the future: communication, creativity, critical thinking, collaboration, growth mindset, and goal-setting.

Table of Contents

Goals	5
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.	5
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.	30
Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.	32
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.	35
Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.	41



Goals



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



Performance Objective 1: By the end of the 2023-24 school year, a minimum of 80% of learners will score Approaches or Above on the Reading STAAR; 50% or more will score Meets; 70% or more will score Average to Above on EOY MAP Reading; and 70% or more will meet On Track standard on EOY CIRCLE.


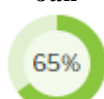
By the end of the 2023-24 school year, 75% of learners at each grade level will write at a Score Point 4 or above on the EOY Writing benchmark.



Evaluation Data Sources: Reading Language Arts STAAR, constructed response samples, performance assessments, content area writings, reading response journals, writing benchmarks, monthly writing samples, common assessments, and PK-1 performance assessments, Universal Screeners including MAP and CIRCLE, writing process compositions





Strategy 1 Details	Reviews	
<p>Strategy 1: Teaching and Learning: Collaborative teacher teams and learning leaders will move through the phases of the CWC-Collaborative Work Cycle/unit planning process to address the four +1 critical questions/6 exceptional NEU systems. Teachers in grades 3rd-5th will plan for making intentional connections to concepts of study and how concept will be assessed on the STAAR.</p> <p>Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards. More students will read on grade level and reach the Meets level on STAAR</p> <p>Measurement Tool: CWC/UPP Artifacts posted in Schoology</p> <p>Staff Responsible for Monitoring: Classroom Teacher Administration CIS Learning Leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 7, 9</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress



Strategy 2 Details	Reviews
<p>Strategy 2: Teaching & Learning: Learners have a dedicated 120-minute block of time for literacy instruction to include foundational reading skills, comprehension through the big six skills, vocabulary development, writing, and grammar. Provide teachers with quality, themed Books of the Month to support instruction for essential reading and writing standards and Big Six Thinking Strategies.</p> <p>Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards. More students will read and write on grade level and reach the Meets level on STAAR</p> <p>Measurement Tools: Master and daily schedules; Vocabulary Instruction Protocol assessment</p> <p>Staff Responsible for Monitoring: Classroom Teacher Administration CIS Learning Leaders</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 1, 2, 3, 7, 9, 11</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>



Strategy 3 Details	Reviews
<p>Strategy 3: Teaching & Learning: Learners receive instruction through the best instructional literacy practice and Gradual Release of Responsibility (GRR). Instruction will be supported through supplementary online reading programs including MyOn.</p> <p>Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards. Students become proficient readers as teachers become more masterful in their use of research-based instructional practices.</p> <p>Measurement Tools: Teacher Observation & Coaching Walkthrough Documentation; Teacher Self-Assessment Continuums (GRR, NGBL), teacher lesson plans</p> <p>Staff Responsible for Monitoring: Classroom Teacher CIS Administration Learning Leaders</p> <p>Title I: 2.4, 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 2, 3, 7</p>	<div> <div>Nov</div> <div>  <div>40%</div> </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  <div>65%</div> </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>



Strategy 4 Details	Reviews	
<p>Strategy 4: Teaching & Learning: Learners will use High Quality Instructional Materials to explore both fiction and non-fiction text during shared reading, collaborative learning, small group reading and writing instruction, and independent reading.</p> <p>Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards. More students will read on grade level.</p> <p>Measurement Tool: Online Program Reports; Reading Skills Trackers, reading profiles/levels</p> <p>Staff Responsible for Monitoring: Classroom Teacher CIS Administration Learning Leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 7, 9</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>



Strategy 5 Details	Reviews
<p>Strategy 5: Teaching & Learning: ELL teachers and ELL assistant will collaborate with classroom teachers to address students' language needs in relation to the ELPS. Students will utilize online reading programs and software in support of their language development in the areas of reading, speaking, listening, writing, vocabulary, and critical thinking skills.</p> <p>Strategy's Expected Result/Impact: ELL learners will progress in their English language skills.</p> <p>Measurement Tool: ELL Learning Plan monitoring, TELPAS, common assessments, Reading Essential Skills Trackers</p> <p>Staff Responsible for Monitoring: Classroom Teacher ELL Teachers-Assistant CIS Administration Learning Leaders</p> <p>Title I: 2.4, 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, 7</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>





Strategy 6 Details	Reviews	
<p>Strategy 6: Teaching & Learning: Librarian and library assistant will foster literacy development through whole group and collaborative learning involving library/research skills, STEAM experiences, classroom curriculum support, and life-ready skills including communication, collaboration, critical thinking, creativity. Writing including book reviews and responsive writing will be incorporated. Learners will further engage with literature through library Book Fairs, author visits, literacy initiatives, Bluebonnet Books, and Battle of the Books.</p> <p>Strategy's Expected Result/Impact: Students utilize library as a resource for research and development of 21st century skills</p> <p>Measurement Tool: Library Experience/Walkthrough Tool</p> <p>Staff Responsible for Monitoring: Librarian Principal</p> <p>Title I: 2.4, 2.5</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: Student Learning 1, 2, 3, 7, 9</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 7 Details	Reviews	
<p>Strategy 7: Teaching and Learning: Learners demonstrating high levels of achievement will be screened for the Gifted and Talented program. GT students will participate in enrichment experiences including TPSP project.</p> <p>Strategy's Expected Result/Impact: Increase identification of GT students Provide opportunities for GT students to interact with intellectual peers</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist Gifted and Talented Teachers Administration</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</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>







Strategy 8 Details	Reviews	
<p>Strategy 8: Data and Assessment: As assessment-capable visible learners, students will be introduced to essential literacy standards for the year, be provided success criteria, self-assess progress, and set growth goals with action steps.</p> <p>Strategy's Expected Result/Impact: Learners will be active participants in their learning.</p> <p>Measurement Tool: Unit Introduction Protocol through lesson plans, Reading Skills Trackers & Goal-Setting</p> <p>Staff Responsible for Monitoring: Classroom Teacher CIS Interventionists Learning Leaders</p> <p>Title I: 2.4, 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, 7, 9</p>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>

Strategy 9 Details	Reviews
<p>Strategy 9: Data and Assessment: Common literacy assessments will be analyzed by teachers and learning leaders using the data analysis protocol to inform instruction, identify students' progress as writers/users of language, determine learner needs, and set goals for language and writing. Common writings to include selected constructed responses and mid- and end-of-year writing samples will be collected and evaluated using the standard writing rubrics. Students will use writing process folders to keep works in progress, writing resources, and finished works.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to make instructional adjustments to target learners' writing needs. Improved writing proficiency</p> <p>Measurement Tool: Common assessments, Data Analysis Protocol</p> <p>Staff Responsible for Monitoring: Classroom Teacher CIS Administration Learning Leaders</p> <p>Title I: 2.4, 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: Student Learning 1, 2, 7, 9</p>	<div> <div>Nov</div> <div>  <div>40%</div> </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  <div>65%</div> </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 10 Details	Reviews	
<p>Strategy 10: Data and Assessment: Grade levels will set EOY reading performance goals, identify benchmark levels during the year, monitor growth towards goal, and make needed instructional adjustments. Kindergarten learners reading at an independent level are administered Fountas & Pinnell assessments by the end of the first semester up to a level B or higher.</p> <p>Strategy's Expected Result/Impact: Learners will receive instruction according to their reading readiness.</p> <p>Measurement Tool: F&P Assessment data</p> <p>Staff Responsible for Monitoring: Classroom Teacher CIS Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 7, 9</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>

Strategy 11 Details	Reviews
<p>Strategy 11: Intervention: Learners utilize comprehensive and targeted intervention measures to develop literacy skills. Learners receive additional targeted intervention for "Not Yet" essential standards and development of foundational reading skills as indicated by common assessment and universal screening data. Learners in need of Tier 2-3 support will be referred to the RTIC in accordance with referral guidelines.</p> <p>Strategy's Expected Result/Impact: Common assessments show proficiency to mastery of essential standards. More students will read on grade level. Improved writing proficiency as teaching and learning is targeted on learner needs</p> <p>Measurement Tool: Intervention Progress Monitoring reports, RTI documentation</p> <p>Staff Responsible for Monitoring: Classroom Teachers Support Staff Instructional Assistants CIS Administration Learning Leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 7, 9</p>	<div> <div>Nov</div> <div>  <div>40%</div> </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  <div>65%</div> </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>



Strategy 12 Details	Reviews	
<p>Strategy 12: Teaching and Learning: Opportunities for written and oral communication will be incorporated into daily learning. Content area writing will be planned in connection with all core subjects. Sentence Levels and a process for movement through the levels will be defined and emphasis will be placed on writing of solid paragraphs with main idea and supporting detail sentences</p> <p>Strategy's Expected Result/Impact: Improved writing proficiency</p> <p>Measurement Tool: Teacher Observation & Coaching Walkthrough Documentation, writing assessments, Levels of Sentences continuum</p> <p>Staff Responsible for Monitoring: Classroom Teachers ELAR Committee CIS Learning Leaders</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 7</p>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
Strategy 13 Details	Reviews	
<p>Strategy 13: Intervention: Learners will receive additional time and support from teachers and learning leaders during the LEARN Center morning and after-school academy, intervention hour, and ZAP Lab.</p> <p>Strategy's Expected Result/Impact: Contribute to learners' proficiency/mastery of ELA standards.</p> <p>Measurement Tools: Lab and tutoring documentation; assessment scores</p> <p>Staff Responsible for Monitoring: Classroom Teachers CIS Learning Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7</p>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>



Strategy 14 Details	Reviews	
<p>Strategy 14: Students will have opportunities to engage in additional learning experiences that incorporate core content standards and life-ready skills. Experiences include grade level traditions, field-based instruction, family learning nights, clubs, and college experience days.</p> <p>Strategy's Expected Result/Impact: Increased ELAR learning through application and real-world connections with ELAR concepts</p> <p>Measurement Tool: assessment scores, learner feedback tools such as surveys and post-assessment reflections</p> <p>Staff Responsible for Monitoring: Classroom Teachers ELAR Committee CIS Learning Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 9, 10</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>		


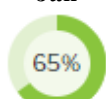
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.



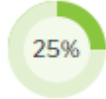

Performance Objective 2: By the end of the 2023-24 school year, a minimum of 75% of learners will score Approaches or Above on the Math STAAR; 35% or more will score Meets; 70% or more will score Average to Above on EOY MAP Math; and 90% or more will meet On Level standard on EOY CIRCLE.


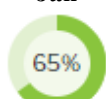
Evaluation Data Sources: Math STAAR, Universal Screeners including MAP and CIRCLE, unit assessments, and PK-1 performance assessments



Strategy 1 Details	Reviews	
<p>Strategy 1: Teaching and Learning: Collaborative teacher teams and learning leaders will move through the phases of the CWC-Collaborative Work Cycle/unit planning process to address the four +1 critical questions/6 exceptional NEU systems. Teachers in grades 3rd-5th will plan for making intentional connections to concepts of study and how concept will be assessed on the STAAR.</p> <p>Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards. More students will reach the Meets level on STAAR</p> <p>Measurement Tool: CWC Artifacts posted in Schoology</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals CIS Learning Leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 6, 9</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress





Strategy 2 Details	Reviews	
<p>Strategy 2: Teaching & Learning: Learners have a 90-minute block for math instruction, including LoneStar Math in grades 2nd-5th, dedicated problem-solving time, and numeracy routines. The big six thinking strategies will be connected throughout math instruction.</p> <p>Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards.</p> <p>Measurement Tools: Master and daily schedules</p> <p>Staff Responsible for Monitoring: Classroom Teacher CIS Interventionists Learning Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 6, 9</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>









Strategy 3 Details	Reviews	
<p>Strategy 3: Teaching and Learning: Learners receive math instruction through the Guided Math framework and use of the Gradual Release of Responsibility, where learners engage with daily math talks and dedicated problem-solving time using Math Model Drawing/strip diagrams (grades 1-5), Math Talk/number bonds (Grades PK-1), Notice and Wonder ([K-5), and the problem-solving attack model (PK-5). Learners will learn the essential math standards through engaging, robust learning experiences at varying depths of knowledge.</p> <p>Strategy's Expected Result/Impact: Contribute to learner mastery of essential math standards through training teachers in best instructional math practices.</p> <p>Measurement Tool: Teacher Observation & Coaching Walkthrough Documentation; Teacher Self-Assessment Continuums (GRR, guided math)</p> <p>Staff Responsible for Monitoring: Classroom Teacher CIS Interventionists Learning Leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 5, 6, 9</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>

Strategy 4 Details	Reviews	
<p>Strategy 4: Teaching & Learning: Learners grades 3-5 will gain multiplication fact fluency and mastery specifically the 36 multiplication math facts through a common mastery tool. Working with teachers and parents, learners will practice, track progress, and set goals for mastering multiplication facts. Learners in grades 1-2 will focus on addition fact fluency.</p> <p>Strategy's Expected Result/Impact: Support building of foundational math skills.</p> <p>Measurement Tool: Fact Fluency Checks, 36 Multiplication Facts Mastery Template</p> <p>Staff Responsible for Monitoring: Classroom Teacher CIS Interventionists Learning Leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 6</p>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
Strategy 5 Details	Reviews	
<p>Strategy 5: Data and Assessment: As assessment-capable visible learners, learners will be introduced to essential mathematics standards for the year, be provided success criteria, reflect on progress through student progress trackers, and set growth goals with action steps.</p> <p>Strategy's Expected Result/Impact: Contribute to learners' proficiency/mastery of math standards.</p> <p>Staff Responsible for Monitoring: Classroom Teacher CIS Interventionists Learning Leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 6, 9</p>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>

Strategy 6 Details	Reviews	
<p>Strategy 6: Data and Assessment: Common assessments and quarterly benchmarks will be analyzed by teachers and learning leaders using the data analysis protocol to inform instruction and determine learner needs.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to make instructional adjustments to target learners' needs, contributing to learners' proficiency/mastery of math standards.</p> <p>Measurement Tool: Common assessments, Data Analysis Protocol</p> <p>Staff Responsible for Monitoring: Classroom Teacher CIS Math Coach Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 6, 7, 9</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
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	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>

Strategy 7 Details	Reviews	
<p>Strategy 7: Intervention: Learners utilize comprehensive and targeted intervention measures to develop math skills. Learners receive additional targeted intervention for "Not Yet" essential standards and development of foundational math skills as indicated by common assessment and universal screening data. Learners in need of Tier 2-3 support will be referred to the RTIC in accordance with referral guidelines. Essential math standards will be spiraled through learning stations and the daily problem-solving block.</p> <p>Strategy's Expected Result/Impact: Contribute to learners' proficiency/mastery of math standards as teaching is targeted on learner needs</p> <p>Measurement Tool: Intervention Progress Monitoring reports; RTI documentation</p> <p>Staff Responsible for Monitoring: Classroom Teacher CIS Interventionists Learning Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 6, 9</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
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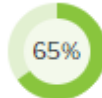
Strategy 8 Details	Reviews	
<p>Strategy 8: Intervention: Learners will be supported in their math, ELAR, and science learning through the campus interventionists who will collaborate with teachers and support staff to provide intervention and remediation for learners. Instructional assistants will support learners in need of additional time and support with essential math, science, and ELAR standards.</p> <p>Strategy's Expected Result/Impact: Contribute to learners' proficiency/mastery of math standards.</p> <p>Measurement Tool: Intervention Logs and Communication sheets</p> <p>Staff Responsible for Monitoring: Interventionist CIS Interventionists Learning Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7</p>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
Strategy 9 Details	Reviews	
<p>Strategy 9: Intervention: An After School Learning Academy will be established to provide tutoring and instructional support to students in need of additional time and attention for learning. Morning support will also be provided.</p> <p>Strategy's Expected Result/Impact: Contribute to learners' proficiency/mastery of math standards.</p> <p>Measurement Tool: Tutoring assignment and participation documentation, Assessment Data</p> <p>Staff Responsible for Monitoring: Classroom Teachers CIS Interventionists Learning Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 4, 5</p>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>



Strategy 10 Details	Reviews	
<p>Strategy 10: Intervention and Extension: Learners will have opportunities to engage in additional math learning experiences including Math Olympics, field-based instruction, family math nights, and clubs, and college experience days.</p> <p>Strategy's Expected Result/Impact: Increased math learning through application and real-world connections with math concepts</p> <p>Measurement Tool: assessment scores, learner feedback tools such as surveys and post-reflections</p> <p>Staff Responsible for Monitoring: Classroom Teachers Math Committee CIS Learning Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 6, 9</p>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
Strategy 11 Details	Reviews	
<p>Strategy 11: Teaching & Learning: Learners will be supported in their learning of essential mathematics standards through the use of online learning resources, including Stemscores Math and Flocabulary.</p> <p>Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards and mathematics vocabulary</p> <p>Measurement Tools: online program reports</p> <p>Staff Responsible for Monitoring: Classroom Teachers CIS Learning Leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 5, 6</p>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>		





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





Performance Objective 3: By the end of the 2023-24 school year, a minimum of 60% of learners will score Approaches or Above on the Science STAAR; 20% or more will score Meets; 70% or more will score Average to Above on EOY MAP Science.

Evaluation Data Sources: Science STAAR, MAP General Science, common assessments, and PK-1 performance assessments

Strategy 1 Details	Reviews	
<p>Strategy 1: Teaching and Learning: Collaborative teacher teams and learning leaders will move through the phases of the CWC-Collaborative Work Cycle/unit planning process to address the four +1 critical questions/6 exceptional NEU systems. Teachers in grades 3rd-5th will plan for making intentional connections to concepts of study and how concept will be assessed on the STAAR.</p> <p>Strategy's Expected Result/Impact: Addresses Domain 1 need: 12% to 21% Overall Meets in Science Summative assessments show proficiency to mastery of essential standards. More students will reach the Meets level on STAAR</p> <p>Measurement Tool: CWC Artifacts posted in Schoology</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals CIS Learning Leaders</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov</p> 	November Evidence of Progress
	<p>Jan</p> 	January Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews
<p>Strategy 2: Teaching and Learning: Learners in PK-5 will engage in hands-on learning experiences for the essential science standards using scientific inquiry/method: identifying/formulating a scientific question, forming hypotheses, conducting investigations, collecting/reporting data, and summarizing conclusions, with an emphasis on students' use of academic science vocabulary. A campus-wide science investigation template will be implemented for both primary and intermediate levels. The big six thinking strategies will be connected throughout science instruction.</p> <p>Strategy's Expected Result/Impact: Increase learners' understanding of science concepts</p> <p>Measurement Tool: Science Inquiry/Method templates, essential science vocabulary assessments</p> <p>Staff Responsible for Monitoring: Classroom Teacher CIS Learning Leaders</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 3 Details	Reviews	
<p>Strategy 3: Teaching and Learning: Learners in grades PK-5 will have a 30-45-minute block for science instruction. Learners receive instruction through the discussion and hands-on investigation through the Gradual Release of Responsibility (GRR) learning model. High-quality, research-based resources to include student reading materials and online programs that reinforce science concepts and essential vocabulary.</p> <p>Strategy's Expected Result/Impact: Increased hands-on inquiry through science investigations</p> <p>Measurement Tool: Teacher daily schedule and lesson plans, lab sign-up documentation</p> <p>Staff Responsible for Monitoring: Classroom Teacher Science Committee Science Lab Assistant CIS Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
Strategy 4 Details	Reviews	
<p>Strategy 4: Intervention and Extension: 5th grade learners will intervene for their own learning as they assess their understanding of essential standards and set action-oriented growth goals.</p> <p>Strategy's Expected Result/Impact: Learners will be active participants in their learning.</p> <p>Staff Responsible for Monitoring: Classroom Teacher Support Staff Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: Data and Assessment: Common assessments and benchmarks will be administered over essential science standards and essential science vocabulary. Assessments will include objective questions, performance tasks and open-ended questions to measure students' knowledge. Essential science vocabulary will be targeted as part of science instruction and prominently displayed throughout campus.</p> <p>Strategy's Expected Result/Impact: Accountability for learning of essential science standards</p> <p>Measurement Tools: common assessment scores/data analysis protocol</p> <p>Staff Responsible for Monitoring: Classroom Teacher Support Staff Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 6 Details	Reviews
<p>Strategy 6: Intervention and Extension: Learners will have opportunities to engage in additional science learning experiences including science fairs, family science nights, and clubs, college experience days, and field-based instruction to allow students to make real-world, hands-on connections to academic concepts. Field based instruction locations will be chosen based on their ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.</p> <p>Strategy's Expected Result/Impact: Increased science learning through application and real-world connections with science concepts</p> <p>Measurement Tool: assessment scores, learner feedback tools such as surveys and post-reflections</p> <p>Staff Responsible for Monitoring: Classroom Teachers Science Committee CIS Learning Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>



No Progress



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

Performance Objective 1: During 2023-2024, 100% of teachers will apply professional learning, engage in related self-assessment & reflection, and set action-oriented goals to continually improve quality of instruction and learner outcomes.

Evaluation Data Sources: eGrove, Pro-Teacher Skill Reflections, Self-Assessment, Continuums for GRR components, Guided Math, NGBL components, Writing Workshop; Team Collaboration Reflections, student assessment results, Teacher Observation & Coaching Walkthrough Documentation



Strategy 1 Details	Reviews	
<p>Strategy 1: Teaching & Learning: Teachers and staff participate in job-embedded professional learning and professional conferences to include NEU, TESOL, TAGT, and Lead4Ward in support of high-quality instruction across the core content areas.</p> <p>Strategy's Expected Result/Impact: Increase teacher expertise, high-quality instruction, and academic achievement</p> <p>Measurement Tool: T-TESS evaluation, Teacher Observation & Coaching Walkthrough Documentation, assessment results</p> <p>Staff Responsible for Monitoring: Administration CIS Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 9</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress





Strategy 2 Details	Reviews	
<p>Strategy 2: Teaching and Learning: Teachers will utilize professional resources to deliver high-quality instruction to students. Teachers including ELL, Sped, and regular education will meet in collaborative learning teams, vertical groups, and cross-grade level learning partnerships to share their learning.</p> <p>Strategy's Expected Result/Impact: Increase teachers' capacity for expert instructional delivery, high-quality instruction, and academic achievement</p> <p>Measurement Tool: T-TESS evaluation, Teacher Observation & Coaching Walkthrough Documentation, assessment results</p> <p>Staff Responsible for Monitoring: Classroom Teacher Administration CIS</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 9</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>		







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, opportunities for parents and families to engage in campus activities, including participation in events that directly impact student achievement, will increase by a minimum of 50%.

Evaluation Data Sources: Sign-in sheets for parent and family events, parent surveys

Strategy 1 Details	Reviews	
<p>Strategy 1: The Parent Liaison will assist in organizing parent and family engagement activities and events, including Tiny Tots, Parent University, family nights, volunteerism, and celebrations in order to increase the number of opportunities for parents to be engaged and connected to the learning experiences of their children. Parents/families and community members will have opportunities to support learners through active engagement during monthly Parent University sessions, PULSE Committee, SBDM Committee, school-wide events, and Title I meetings.</p> <p>Strategy's Expected Result/Impact: Parents/families better-informed and equipped to support's their children's learning</p> <p>Staff Responsible for Monitoring: Parent Liaison CIS Administration</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: Perceptions 1, 3</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress



Strategy 2 Details	Reviews	
<p>Strategy 2: A PreK/Kindergarten Roundup is held in the spring to register students for Prekindergarten/Kindergarten. Parent conferences for all grade levels will be held in the fall and spring to communicate progress of learners and ways parents can support learning.</p> <p>Strategy's Expected Result/Impact: Parents will be more informed about PreK curriculum and what to expect during the PreK year</p> <p>Staff Responsible for Monitoring: Principal Registration Staff</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 9 - Perceptions 1</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
Strategy 3 Details	Reviews	
<p>Strategy 3: The campus will host a parent/family engagement event for the parents of ELL students to provide families with strategies to support students' English language development.</p> <p>Strategy's Expected Result/Impact: Students will be supported in listening, speaking, writing, and reading at home.</p> <p>Staff Responsible for Monitoring: ELL Teachers CIS Administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 12 - Perceptions 3</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>





Strategy 4 Details	Reviews	
<p>Strategy 4: The campus will host a parent/family engagement event for the parents of gifted & talented and dyslexia students, as well as for those with interest in learning more about each program.</p> <p>Strategy's Expected Result/Impact: Increase understanding and identification related to programs</p> <p>Staff Responsible for Monitoring: CIS Administration Dyslexia Teacher</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 - Perceptions 3</p>	<p>Nov</p> 	<p>November Evidence of Progress</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>		









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, discipline referrals will decrease by at least 25% from the previous end-of-year total.

Evaluation Data Sources: Discipline Records
Character/Citizen Rewards
PBIS Incentive Tracking

Strategy 1 Details	Reviews	
<p>Strategy 1: Campus will use PBIS, character education, and restorative practices to establish school-wide expectations for behavior. Through RtI, ARD, and Section 504, campus will develop behavior intervention plans for students with behavioral concerns. The campus PBIS/Safety Committee will develop practices to foster strong school-wide discipline, safety practices and attendance across grade levels.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline deferrals and improved in student discipline and relationships among students and staff</p> <p>Staff Responsible for Monitoring: Classroom Teachers PBIS Committee Counselor Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress





Strategy 2 Details	Reviews
<p>Strategy 2: Campus will provide rewards in connection with PBIS. Students will be recognized and celebrated through the Star Citizens luncheon and the PBIS incentive program for demonstrating character expectations, good citizenship, and classroom/school-wide expectations</p> <p>Strategy's Expected Result/Impact: Decrease in RtI behavior plans and discipline referrals</p> <p>Staff Responsible for Monitoring: PBIS Committee Counselors Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: Counselors will instruct students on positive character traits and social-emotional health as teachers and other staff reinforce good character. Life-ready skills and college awareness lessons will be reinforced during Meerkat Prep and embedded into student learning. Students will be recognized monthly as Star Citizen/Class Valedictorian in recognition of positive behavior/character and academic learning. During Parent University sessions, parents will be educated over academic, citizenship, and behavior goals and expectations.</p> <p>Strategy's Expected Result/Impact: Learners are intentionally prepared not only academically but behaviorally</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 4 Details	Reviews	
<p>Strategy 4: As part of the campus discipline management plan students will be educated on the meaning of bullying. Reported instances of bullying will be investigated and documented using the district bullying-reporting tool. Campus will institute practices and events to address bullying behaviors including the No Place for Hate initiative.</p> <p>Strategy's Expected Result/Impact: Decrease in incidences of bullying</p> <p>Staff Responsible for Monitoring: Classroom Teacher PBIS Committee Counselor Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 3</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
<p>Strategy 5: The At-Risk Counselor will further support at-risk students in their social-emotional-behavioral development to include the creation of intervention plans to support students' behavioral and academic success.</p> <p>Strategy's Expected Result/Impact: Students proactively supported in their social development which will positively impact student learning</p> <p>Staff Responsible for Monitoring: At-Risk Counselor Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 10</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>		

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: During 2023-2024, 100% of required safety drills will be completed, and health and safety measures related to COVID-19 will be implemented and shared with staff, students, and families.

Evaluation Data Sources: Emergency Drills Log
COVID-19 Protocols

Strategy 1 Details	Reviews	
Strategy 1: Campus Crisis Team and other staff will review CPI and emergency safety protocols throughout the year in order to address discipline and safe school practices. The Campus Threat Assessment Team will follow all related protocols to ensure student safety and well-being. Strategy's Expected Result/Impact: Effective response in crisis situations Staff Responsible for Monitoring: Assistant Principal Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Perceptions 1	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Campus will implement safety measures in accordance with state mandates and sanitation measures in accordance with the Public Health Guide. Strategy's Expected Result/Impact: Create a safer environment for students, staff, and visitors to the campus Staff Responsible for Monitoring: Principal COVID-19 POC Assistant Principal Staff ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress



Accomplished



Continue/Modify









Discontinue

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

Performance Objective 3: By June 2024, K-5th grade students will receive 100% of the state-mandated minutes of physical education, a minimum of 135 minutes of moderate or vigorous structured physical activity per week.



Evaluation Data Sources: PE Master Schedule
Fitnessgram







Strategy 1 Details	Reviews	
Strategy 1: K-5 students will participate in PE three days per week as well as movement through recess. Strategy's Expected Result/Impact: Support health and fitness for students Growth in Fitnessgram performance Staff Responsible for Monitoring: Principal Assistant Principal PE Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Nov 	November Evidence of Progress
	Jan 	January Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>		

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

Performance Objective 1: During 2023-2024, 100% of PK-5 students will experience integration of technology into a core content area instruction to support mastery of essential learning standards.

Evaluation Data Sources: Purchase of Technology equipment
Technology Integration evident in Lesson Plans
Lab Schedule

Strategy 1 Details	Reviews	
<p>Strategy 1: Teachers will receive grade-specific professional learning on available software and ideas for integration of digital resources to support learning of the essential standards. Discussions for technology integration will be incorporated into teachers' collaborative work during instructional planning and as part of each core content area committee task force. Teachers will utilize technology to enhance student learning of the essential standards.</p> <p>Strategy's Expected Result/Impact: Increased expertise with use of digital to deliver instruction and enhance learning</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist Technologist Librarian</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
<p>Strategy 2: Students will engage with a typing program to build their keyboarding skills. They will also learn digital literacy to include engagement with word processing, spreadsheets, and coding.</p> <p>Strategy's Expected Result/Impact: Prepare students to more successfully during online testing, including STAAR.</p> <p>Staff Responsible for Monitoring: Campus Technologist Principal Assistant Principal Classroom teachers</p> <p>Title I: 2.4, 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: School Processes & Programs 2</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>		