

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



Table of Contents

Goals	3
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.	3
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.	17
Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.	19
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.	24
Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.	29





Goals









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

Performance Objective 1: By June 2024, the average of 3rd - 5th grade students scoring Meets Grade Level Standard on STAAR Reading will increase from 41% to 48%.

Evaluation Data Sources: % Meets Grade Level Standards

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will meet in weekly PLCs to identify hard to teach Reading TEKS and redesign lessons to support increased student achievement using Backwards Design and the Gradual Release of Responsibility to strengthen the instructional core using the Unit Planning Process.</p> <p>Strategy's Expected Result/Impact: Increased teacher clarity and implementation of differentiated lessons to meet the needs of students.</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1</p>	<div><div>Nov</div><div><div></div><div>35%</div></div><div>November Evidence of Progress</div><div>Teachers meet weekly in PLCs to internalize lessons.</div></div> <div><div>Jan</div><div><div></div><div>75%</div></div><div>January Evidence of Progress</div><div>Teachers meet weekly in PLCs to internalize lessons.</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 2 Details	Reviews
<p>Strategy 2: Provide future ready literacy professional development throughout the school year to include best practice strategies for teaching the core curriculum, integrating writing across content areas, and incorporating the writing components of structured literacy through the Gradual Release of Responsibility framework.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in writing over the course of the school year as evidenced by writing samples and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals CIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>PLC focus on ELAR planning and strategies.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>PLC focus on writing strategies.</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: All kindergarten-5th grade teachers will implement the components of literacy through systematic and explicit instruction in phonological awareness, phonics, fluency, vocabulary development and comprehension to foster skills in reading, writing, listening, speaking and language. Students will have opportunities to read a variety of genres both in class and at home using traditional literature and online formats.</p> <p>Strategy's Expected Result/Impact: District and state assessments will show improvement in reading and writing.</p> <p>Staff Responsible for Monitoring: Principal, AP's, CIS, Classroom Teachers</p> <p>Problem Statements: Student Learning 3, 6, 7</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Study and implementation of Benchmark phonics and Gr 4-5 phonics strategies.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Study and implementation of Benchmark phonics</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: An interventionist will assist students and teachers in reading achievement through modeling lessons, teaching small groups, and helping teachers plan targeted lessons.</p> <p>Strategy's Expected Result/Impact: Student and teachers will have literacy support in the classroom to increase achievement in MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	<div> <div>Nov</div> <div>  55% </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  80% </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 5 Details	Reviews
<p>Strategy 5: Teachers will work collaboratively to design units of instruction using our district unit planning process to include backward design. Teachers will disaggregate Circle, Map, and CUA data to plan next learning steps for students.</p> <p>Strategy's Expected Result/Impact: STAAR assessments</p> <p>MAP Reading and Math Assessments should reflect progress for all students</p> <p>CIRCLE EOY</p> <p>Fountas and Pinnell EOY assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, CIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 2</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Teachers meet in PLC and after school planning and use the planning process.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Teachers meet in PLC and after school planning and use the planning process</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>
<div>  0% No Progress  100% Accomplished </div>	<div>  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: Through implementation of the standards-based aligned district curriculum within the gradual release of responsibility framework, by June of 2024, there will be a 10% increase in scores on STAAR ELAR with written responses.

Evaluation Data Sources: % Meets Grade Level Standard
STAAR
CUA

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will meet in weekly PLCs to identify hard to teach Writing TEKS and redesign lessons to support increased student achievement using Backwards Design and the Gradual Release of Responsibility to strengthen the instructional core using the Unit Planning Process.</p> <p>Strategy's Expected Result/Impact: Increased teacher clarity and implementation of differentiated lessons to meet the needs of students.</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov  November Evidence of Progress PLC focus on ELAR planning and writing strategies.</p> <p>Jan  January Evidence of Progress PLC focus on ELAR planning and writing strategies.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will attend writing professional development throughout the school year to include best practice strategies for teaching the core curriculum, integrating writing across content areas, and incorporating research based writing components through the Gradual Release of Responsibility framework. Teachers will reflect on the new learning, share with others in vertical teams, and implement the high impact strategies in their lessons.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in writing over the course of the school year as evidenced by writing samples and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov  November Evidence of Progress</p> <p>Jan  January Evidence of Progress Grades 3-5 attended an Empowering Writer's model teach. Grades K-2 attended Empowering Writer's training on our campus.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



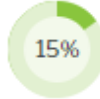

Strategy 3 Details	Reviews
<p>Strategy 3: An interventionist will assist students and teachers in writing achievement through modeling lessons, teaching small groups, and helping teachers plan lessons.</p> <p>Strategy's Expected Result/Impact: Student and teachers will have literacy support in the classroom to increase achievement in MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 2 - Student Learning 3</p>	<div> <div>Nov</div> <div>  30% </div> <div>Nov</div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>Jan</div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p>Strategy 4: Writing instruction will occur daily across all grade levels using the Literacy framework. The writing instruction block will include craft lessons as well as skill lessons focused on revising and editing. This will occur at least 30 minutes per day.</p> <p>Strategy's Expected Result/Impact: Writing proficiency will increase across all grade levels. Increased achievement on STAAR.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Problem Statements: Student Learning 3</p>	<div> <div>Nov</div> <div>  10% </div> <div>Nov</div> <div> <div>November Evidence of Progress</div> <div>PLC focus on Literacy planning and writing strategies.</div> </div> </div> <div> <div>Jan</div> <div>  55% </div> <div>Jan</div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June</div> <div>June Evidence of Progress</div> </div>




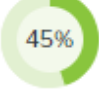
Strategy 5 Details	Reviews
<p>Strategy 5: Students will engage in authentic writing through a focus on Constructive responses, Phonics and Word Study, revising and editing, and literary analysis as well as argumentative writing.</p> <p>Strategy's Expected Result/Impact: Writing proficiency will increase across all grade levels. Increased achievement on STAAR.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Problem Statements: Student Learning 3</p>	<div><div>Nov</div><div>November Evidence of Progress</div><div><div>40%</div></div></div> <div><div>Jan</div><div>January Evidence of Progress</div><div><div>70%</div><div>3-5 grade PLC scoring of constructive responses with STAAR rubric.</div></div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>	







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

Performance Objective 3: By June 2024, the average percentage of 3rd - 5th grade students scoring Meets Grade Level Standard on STAAR Math will increase from 28% to 36%.

Evaluation Data Sources: % Meets Grade Level Standard

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will meet weekly in PLCs to identify hard to teach Math TEKS and redesign lessons to support increased student achievement using Backwards Design and the Gradual Release of Responsibility to strengthen the instructional core using Unit Planning Process.</p> <p>Strategy's Expected Result/Impact: Increased teacher clarity and implementation of differentiated lessons to meet the needs of students.</p> <p>STAAR CUA</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Problem Statements: Student Learning 2</p>	<p>Nov November Evidence of Progress</p> <p> PLC focus on Math planning using district planning process.</p> <p>Jan January Evidence of Progress</p> <p> PLC focus on Math planning using district planning process.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Students will engage in Guided Math each day. Fact fluency and/or number sense practice will be included as part of the daily math instruction block that includes practice activities as part of whole group instruction, small group instruction, centers/stations, and /or technology applications where appropriate.</p> <p>Strategy's Expected Result/Impact: STAAR Assessments MAP assessments CUAs</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers</p> <p>Problem Statements: Student Learning 2, 4, 5</p>	<p>Nov November Evidence of Progress</p> <p> Students participate in math stations.</p> <p>Jan January Evidence of Progress</p> <p> Students participate in math stations.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Math lessons will regularly incorporate hands-on activities, especially during the introduction of new units and concepts, to help students move from concrete to abstract thinking.</p> <p>Strategy's Expected Result/Impact: STAAR Assessments MAP Assessments CUAs</p> <p>Staff Responsible for Monitoring: Admins CIS</p>	<div> <div>Nov</div> <div>  <div>25%</div> </div> <div>November Evidence of Progress</div> <div>PLC focus on Math planning and intentional hands-on activities.</div> </div> <div> <div>Jan</div> <div>  <div>65%</div> </div> <div>January Evidence of Progress</div> <div>PLC focus on Math planning and intentional hands-on activities.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p>Strategy 4: Mathematical problem-solving strategies will be taught, modeled, and practiced multiple times each week using the Gradual Release of Responsibility framework.</p> <p>Strategy's Expected Result/Impact: Increase in achievement as measured by STAAR, MAP and CUAs.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  <div>20%</div> </div> <div>November Evidence of Progress</div> </div> <div> <div>Jan</div> <div>  <div>45%</div> </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>



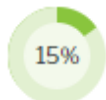




Strategy 5 Details	Reviews
<p>Strategy 5: Students will be provided with immediate math interventions during a common intervention time for each grade level.</p> <p>Strategy's Expected Result/Impact: STAAR assessments</p> <p>MAP Math Assessments should reflect progress for all students</p> <p>CIRCLE EOY</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, CIS</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>Math interventions in place after BOY data collection.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Math interventions adjusted after MOY.</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>
<div> <div>  0% </div> <div>No Progress</div> </div> <div> <div>  100% </div> <div>Accomplished</div> </div> <div>  Continue/Modify </div> <div>  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 4: By June 2024, the percentage of 5th grade students scoring Meets Grade Level Standard on STAAR Science will increase from 22% to 50%.

Evaluation Data Sources: % Meets Grade Level Standard





Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will meet weekly in PLCs to identify hard to teach Science TEKS and redesign lessons to support increased student achievement using Backwards Design and the Gradual Release of Responsibility to strengthen the instructional core using the Unit Planning Process.</p> <p>Strategy's Expected Result/Impact: Increased teacher clarity and implementation of differentiated lessons to meet the needs of students.</p> <p>STAAR CUA</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Problem Statements: Student Learning 1</p>	<div><div>Nov</div><div>50%</div><div>November Evidence of Progress</div><div>Math interventions in place after BOY data collection.</div></div> <div><div>Jan</div><div>65%</div><div>January Evidence of Progress</div><div>Math interventions adjusted.</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 2 Details	Reviews
<p>Strategy 2: Science will be taught every day for at least 30 minutes in every grade level with an emphasis on hands on experiences. Content vocabulary from each unit will be taught using descriptions, explanations, examples, non-linguistic representations, graphic organizers, games, etc.</p> <p>Concepts and vocabulary will be reinforced through the use of related non-fiction text.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CUAs, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Admin CIS</p>	<div><div>Nov</div><div>30%</div><div>November Evidence of Progress</div><div>PLC focus on Science planning using district planning process.</div></div> <div><div>Jan</div><div>70%</div><div>January Evidence of Progress</div><div>PLC focus on Science planning using district planning process as well as connections to science labs.</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: Students will regularly explore science concepts in a lab setting. Students will discuss their understanding of science concepts in the classroom and the lab as they have hands-on experiences aligned with the TEKS.</p> <p>Strategy's Expected Result/Impact: Scores on 2022 Science STAAR will increase.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov November Evidence of Progress  Students in grades 1-5 go to weekly science lab to explore science concepts.</p> <p>Jan January Evidence of Progress  Students in grades 1-5 go to weekly science lab to explore science concepts.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: The campus will support field-based instruction for students particularly in the area of science. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.</p> <p>Strategy's Expected Result/Impact: STAAR Science scores will increase. Student growth as measured by Science MAP will increase.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	<p>Nov November Evidence of Progress N/A In planning stages</p> <p>Jan January Evidence of Progress  No science field trips have occurred at thistime.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	



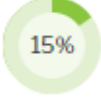
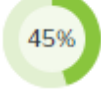




Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 5: By June 2024, 100% of Iduma students, to include At-Risk, special education, English Learners, and Gifted and Talented sub-populations, will demonstrate at least one year of academic growth.

Evaluation Data Sources: STAAR Accountability Data
Universal Screeners
Common Unit Assessments

Strategy 1 Details	Reviews
<p>Strategy 1: All students to include gifted and talented students will work at a higher level in all core subjects through the use of differentiated tasks and enrichment opportunities.</p> <p>Strategy's Expected Result/Impact: Gifted students will have higher achievement on state assessments than the prior year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal CIS</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3</p>	<p>Nov  10%</p> <p>Nov November Evidence of Progress</p> <p>Jan  55%</p> <p>Jan January Evidence of Progress Project planning is in place for GT students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: At Risk instructional assistants and interventionists will provide RtI Tier 2 and 3 intervention services to at-risk students to increase mastery of grade level reading and math skills through small group guided instruction.</p> <p>Strategy's Expected Result/Impact: STAAR Results; MAPS; Targeted small group instruction on academic content from previous grade levels will reduce the achievement gap.</p> <p>Staff Responsible for Monitoring: Principal GT Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 3, 4</p>	<p>Nov  35%</p> <p>Nov November Evidence of Progress Intervention groups in progress.</p> <p>Jan  70%</p> <p>Jan January Evidence of Progress Intervention groups adjusted and in progress.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 3 Details	Reviews
<p>Strategy 3: ELL teacher will collaborate with regular education classroom teachers to ensure that vocabulary and literacy skills taught in small group are transferring to classwork in the regular education classroom. ELL teacher will integrate technology that encourages English vocabulary development in real-world situations. ELL students will be provided with appropriate interventions and language supports.</p> <p>Strategy's Expected Result/Impact: ELL students will have access to the English language in a different way to increase reading comprehension.</p> <p>Staff Responsible for Monitoring: Principal CIS ELL Teachers</p> <p>Problem Statements: Student Learning 4</p>	<div> <div>Nov</div> <div>  <div>November Evidence of Progress</div> <div>ELL teacher met with classroom teachers and provided Language Objective training.</div> </div> </div> <div> <div>Jan</div> <div>  <div>January Evidence of Progress</div> <div>ELL teacher met with classroom teachers.</div> </div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p>Strategy 4: Specialist Teachers (ELL, RICA, SPED/Interventionist) will meet and collaborate with general education teachers weekly to share student progress and develop differentiated lessons to support student success.</p> <p>Strategy's Expected Result/Impact: PLC Notes</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Problem Statements: Student Learning 1, 2, 3, 7</p>	<div> <div>Nov</div> <div>  <div>November Evidence of Progress</div> <div>PLC attendance</div> </div> </div> <div> <div>Jan</div> <div>  <div>January Evidence of Progress</div> <div>PLC attendance</div> </div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 5 Details	Reviews
<p>Strategy 5: Students will be provided with appropriate interventions in the core content areas during a common intervention time for each grade level and during after school tutoring. Priority will be given to identified student groups based on STAAR performance to provide Additional Targeted Support to increase achievement in reading and math.</p> <p>Strategy's Expected Result/Impact: STAAR assessments</p> <p>MAP Reading and Math Assessments should reflect progress for all students</p> <p>CIRCLE EOY</p> <p>Fountas and Pinnell EOY assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, CIS</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>We have completed one fall session.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>Winter session is under way.</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: Technology will be utilized to increase student achievement in reading, math, science, and social studies by allowing students to actively engage with specific content and skills. Students will have access to mobile computer labs to enhance instruction in all content areas and to support the use of online intervention programs.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Problem Statements: Student Learning 2, 3, 6, 7</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>Daily use of technology by students</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>Daily use of technology by students</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>
<div>  0% No Progress  100% Accomplished </div>	<div>  Continue/Modify  Discontinue </div>

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: By June 2024, 100% of teachers and leaders will engage in rigorous professional development that increases collaboration and builds capacity on state standards and ways to provide high-quality instruction anchored in grade-level standards.

Evaluation Data Sources: Sign -in sheets
Professional Learning data


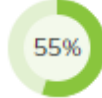


Strategy 1 Details	Reviews
<p>Strategy 1: Provide professional development throughout the school year to include strategies that develop and strengthen the instructional core including rigorous, well aligned content; differentiated instruction; meeting the needs of under-resourced learners, and accountable talk/student discourse.</p> <p>Strategy's Expected Result/Impact: Increased percent of students that met Approaching grade level and Meets grade level performance on all subject STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Curriculum Instructional Specialist</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2</p>	<p>Nov  November Evidence of Progress Teachers participated in Writing strategies training, Phonics training, and Guided Math training</p> <p>Jan  January Evidence of Progress Teachers participated in Campus Empowering Writer's training</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: To ensure campus and district alignment, Iduma will participate in Coaching Walks which will inform our campus plan. Data gained from the coaching walks will be used to inform instruction, plan for future PD, and improve campus instructional practices.</p> <p>Strategy's Expected Result/Impact: The data collected during the internal rounds, shared with staff, and the use of short and long term goals in our campus planning.</p> <p>Staff Responsible for Monitoring: Principal and CIS</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2</p>	<p>Nov  November Evidence of Progress Coaching Walks with principals and CIS</p> <p>Jan  January Evidence of Progress Coaching Walks with principals and CIS</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




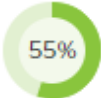
Strategy 3 Details	Reviews
<p>Strategy 3: New teachers to Iduma will be partnered with a mentor and attend monthly new teacher PLC meetings.</p> <p>Strategy's Expected Result/Impact: Mentoring Log</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1</p>	<p>Nov November Evidence of Progress CIS check ins with new teachers and mentors</p> <p>Jan January Evidence of Progress CIS check ins with new teachers and mentors</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Teachers will receive professional development in literacy instruction to include phonological awareness, phonics, fluency, vocabulary development, and comprehension and will utilize their learning when teaching literacy in the classroom. Reading and writing experiences will be integrated across all content areas.</p> <p>Strategy's Expected Result/Impact: Writing in each classroom will improve by 50% from the beginning of the year to the end of February 2023 using rubrics that align with state TEKS and CUA data for grades 2-5. Campus Writing assessment will show growth by 50% in our students as measured by campus writing assessments scored with campus writing rubric.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and CIS</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress PLC focus on Literacy included Empowering Writer's Constructive Response and Phonics</p> <p>Jan January Evidence of Progress Empowering Writer's training for K-2</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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
Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.






Performance Objective 1: Through promoting parent involvement with communication, active participation, and community partnerships, we expect a 10% increase in family/community participation in the educational process.

Evaluation Data Sources: Parent Sign In Sheets for Parent Engagement Activities, Volunteer hours

Strategy 1 Details	Reviews
<p>Strategy 1: Our parent liaison will develop strategies to recruit more parents and their preschool age children to the bi-monthly Little Mavericks. Early literacy skills will be taught and modeled for parents.</p> <p>Strategy's Expected Result/Impact: End of year attendance counts Parent survey</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and counselors</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 7 - Perceptions 1, 4</p>	<p>Nov  10% November Evidence of Progress Little Mavericks sessions occurred bi-monthly.</p> <p>Jan  55% January Evidence of Progress Little Mavericks sessions occurred bi-monthly.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Parent Liaison will assist parents in working with their children and their teachers by facilitating communication, acting as a point of contact, and being a resource for questions and concerns.</p> <p>Strategy's Expected Result/Impact: On-going communication logs by the parent liaison to record assistance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 7 - Perceptions 1, 4</p>	<p>Nov  15% November Evidence of Progress Daily interactions between parents and teachers.</p> <p>Jan  40% January Evidence of Progress Daily interactions between parents and teachers.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Family nights focused on the core content areas will be conducted along with parent workshops focused on providing parents with strategies aimed at increasing students' academic success. An ELL specific parent event will focus on strategies for supporting language acquisition, literacy skills and vocabulary development.</p> <p>Strategy's Expected Result/Impact: Parent Sign in Sheets</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 1, 2</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>Resource fair for parents was held in October.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>Monthly meetings with parents hosted by counselors.</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: An Open House will be held to showcase student work and provide parent training on how to help students at home through the school year with grade level content. The Parent and Family Engagement Policy will be distributed at this time.</p> <p>Strategy's Expected Result/Impact: Parent Sign In Sheets</p> <p>Staff Responsible for Monitoring: Principal Counselors Classroom teachers</p> <p>Problem Statements: Perceptions 1, 2</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>October Open House</div> </div> <div> <div>Jan</div> <div>  55% </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 5 Details	Reviews
<p>Strategy 5: A parent information meeting for parents of dyslexic students will be conducted to share characteristics of dyslexic students and strategies to support reading accuracy and fluency.</p> <p>Strategy's Expected Result/Impact: Parent Sign In Sheets</p> <p>Staff Responsible for Monitoring: Principal, APs, RICA Teacher</p> <p>Problem Statements: Perceptions 4</p>	<div> <div>Nov</div> <div>  100% </div> </div> <div> <div>Nov</div> <div> November Evidence of Progress A dyslexia parent meeting was held in November. </div> </div> <div> <div>Jan</div> <div>  100% </div> </div> <div> <div>Jan</div> <div> January Evidence of Progress </div> </div> <div> <div>Mar</div> <div>  100% </div> </div> <div> <div>Mar</div> <div> March Evidence of Progress </div> </div> <div> <div>June</div> <div> June Evidence of Progress </div> </div>
Strategy 6 Details	Reviews
<p>Strategy 6: Parents and family members will be invited to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the early spring. The Parent and Family Engagement Policy will be included in the Parent Handbook, posted on the campus web-site, and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.</p> <p>Strategy's Expected Result/Impact: Parents and family members will have a role in developing, reviewing/revising PAFE & Home-School Compact.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 1, 2</p>	<div> <div>Nov</div> <div>  40% </div> </div> <div> <div>Nov</div> <div> November Evidence of Progress Fall Conferences were held. </div> </div> <div> <div>Jan</div> <div>  45% </div> </div> <div> <div>Jan</div> <div> January Evidence of Progress </div> </div> <div> <div>Mar</div> <div> March Evidence of Progress </div> </div> <div> <div>June</div> <div> June Evidence of Progress </div> </div>

Strategy 7 Details	Reviews
<p>Strategy 7: The annual Title I meeting will be held each fall and will be offered at various times and dates. Parents will be notified in advance of the meetings so that they are able to attend at the time that is most convenient for them. The agenda for the meetings will include information about Title I programs, a description/explanation of the curriculum, and an opportunity for parents to provide suggestions relating to the education of their children.</p> <p>Strategy's Expected Result/Impact: Parents and family members will have a better understanding of Title I and will provide feedback about Title I programs.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 1, 4</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>Our annual Title 1 meeting was held in October.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 8 Details	Reviews
<p>Strategy 8: Parent Liaison will set up parenting resources and will make them known to parents throughout the year through monthly fliers.</p> <p>Strategy's Expected Result/Impact: Monthly newsletters</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 4</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>A digital newsletter is sent home monthly.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>A digital newsletter is sent home monthly.</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 9 Details	Reviews
<p>Strategy 9: Parent Liaison will work with counselors to offer monthly parent education classes, and volunteer orientations.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 1, 2, 4</p>	<div><div>Nov</div><div><div></div><div>10%</div></div><div>November Evidence of Progress</div><div>Parents were invited to volunteer orientations and monthly meeting with counselors.</div></div> <div><div>Jan</div><div><div></div><div>45%</div></div><div>January Evidence of Progress</div><div>Parents were invited to volunteer orientations and monthly meeting with counselors.</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>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></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 May 2024, 100% of scheduled safety drills (to include fire, lockdown, and tornadoes) will be conducted.

Evaluation Data Sources: Documentation of monthly drills


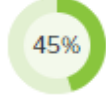

Strategy 1 Details	Reviews
<p>Strategy 1: Monthly safety drills will be preplanned and placed on the leadership calendar. The leadership team will conduct an after-action report following each drill.</p> <p>Strategy's Expected Result/Impact: EOY documentation Processes will be adjusted as needed to ensure that our campus is ready in the event of an emergency.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Problem Statements: Perceptions 3</p>	<div><div>Nov</div><div><div>20%</div></div><div>November Evidence of Progress</div><div>Drills conducted</div></div> <div><div>Jan</div><div><div>60%</div></div><div>January Evidence of Progress</div><div>Drills conducted</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>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>	

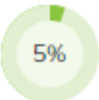





Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 2: Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly learning environment and reduce the number of disciplinary incidents by 5%.

Evaluation Data Sources: Monthly discipline data
End of year discipline record

Strategy 1 Details	Reviews
<p>Strategy 1: Students who receive 2 serious referrals will be entered into the RTI process to develop a plan for behavior intervention.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals and increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal Counselors</p> <p>Problem Statements: Perceptions 3</p>	<div><div>Nov</div><div>10%</div><div>November Evidence of Progress</div><div>RTI meetings and behavior plans in place</div></div> <div><div>Jan</div><div>45%</div><div>January Evidence of Progress</div><div>RTI meetings and behavior plans in place</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>
Strategy 2 Details	Reviews
<p>Strategy 2: Guidance and At-risk counselors will work with teachers, students and parents as needed to help with self-motivation and self-esteem.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals Monthly discipline data</p> <p>Staff Responsible for Monitoring: Principal Counselors</p>	<div><div>Nov</div><div>15%</div><div>November Evidence of Progress</div><div>Weekly Guidance Lessons by counselors</div></div> <div><div>Jan</div><div>60%</div><div>January Evidence of Progress</div><div>Weekly Guidance Lessons by counselors</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>

Strategy 3 Details	Reviews
<p>Strategy 3: Iduma has created a campus - wide behavior plan that each teacher is expected to follow. The students who exhibit persistent discipline problems will be given a campus short-form. The short form goes home to the parent. After two short forms, a parent conference is required. If a third form is given, the student is seen by one of our counselors to work on self-management strategies. Long form referrals will be given if the behavior continues or there is a serious violation of KISD Code of Conduct. Discipline data will be reviewed regularly.</p> <p>Strategy's Expected Result/Impact: Less referrals during the school year. Our goal is to reduce the referrals by 5% during the 2023-24 school year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals CIS Counselors</p> <p>Problem Statements: Perceptions 3</p>	<p>Nov November Evidence of Progress</p> <p> Referrals to counselors</p> <p>Jan January Evidence of Progress</p> <p> Referrals to counselors Data reviews</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Bully Reporting system will be utilized to report and track bullying incidents.</p> <p>Strategy's Expected Result/Impact: Discipline Referrals</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Problem Statements: Perceptions 3</p>	<p>Nov November Evidence of Progress</p> <p>N/A</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: Counselors will spend time during their guidance lessons on bullying - what it is, what to do, strategies for reporting and stopping the act of bullying.</p> <p>Strategy's Expected Result/Impact: EOY reports from discipline reports and counselor referral Use of Bully Reporter</p> <p>Problem Statements: Perceptions 3</p>	<p>Nov November Evidence of Progress</p> <p> 5% Guidance Lessons by counselors; Review of No Place for Hate Pledge</p>
	<p>Jan January Evidence of Progress</p> <p> 40%</p>
	<p>Mar March Evidence of Progress</p>
	<p>June 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 3: During the 2023-24 school year, 100% of district and state guidelines for health and physical education will be followed.

Evaluation Data Sources: master schedule; lesson plans

Strategy 1 Details	Reviews
<p>Strategy 1: Students will participate in PE and meet the required number of minutes of movement activity each day. Physical Education Teachers will utilize sound instructional strategies that promote health and fitness as targeted by the TEKS.</p> <p>Strategy's Expected Result/Impact: Students will develop healthy habits around physical activity</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	<div><div>Nov</div><div><div></div><div>10%</div></div><div>November Evidence of Progress</div><div>Master schedule supports this strategy</div></div> <div><div>Jan</div><div><div></div><div>40%</div></div><div>January Evidence of Progress</div><div>Master schedule supports this strategy</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>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>	

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

Performance Objective 1: By June 2024, 100% of monthly SBDM meetings will be conducted to ensure that our school has addressed and managed resources to maximize learning for all students.

Evaluation Data Sources: SBDM minutes from monthly meetings and CIP adjustments

Strategy 1 Details	Reviews
<p>Strategy 1: Our SBDM will meet once a month to ensure students are learning at a maximum level and that we have responded to all of their needs.</p> <p>Strategy's Expected Result/Impact: Monthly minutes and agendas.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5 - Perceptions 3</p>	<div><div>Nov</div><div><div></div><div>5%</div></div><div>November Evidence of Progress</div><div>Meeting logs</div></div> <div><div>Jan</div><div><div></div><div>50%</div></div><div>January Evidence of Progress</div><div>Meeting log</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>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>	

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

Performance Objective 2: By June 2024, Iduma ES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

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

Strategy 1 Details	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin, CIS</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 3</p>	<div><div>Nov</div><div><div></div><div>10%</div></div><div>November Evidence of Progress</div><div>Fall session in progress</div></div> <div><div>Jan</div><div><div></div><div>45%</div></div><div>January Evidence of Progress</div><div>Winter session began</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>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>	