

**Killeen Independent School District**  
**Oveta Culp Hobby Elementary School**  
**2023-2024 Formative Review with Notes**



# Mission Statement

Hobby's mission statement aligns with the Killeen Independent School District- "Teach so that students learn to their maximum potential."

## Vision

At Oveta Culp Hobby Elementary, we are focused on doing what is best for students in order to create a challenging, positive learning environment where every Patriot grows every day.

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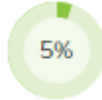

# Goals






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





**Performance Objective 1:** Board and Superintendent Goals:  
(Board Goal 49% to 53% by 2026)







By the end of the 2023-2024 school year, early childhood literacy reading performance will demonstrate a 5% increase in scores of 3rd-grade students that score "Meets Grade Level" or above on STAAR Reading.

**Evaluation Data Sources:** STAAR Reading Data  
MAPS Reading Data  
District CUA Reading Data  
Istation  
Benchmark Phonics

| Strategy 1 Details  | Reviews   |
|---|---|
| <p><b>Strategy 1:</b> Teachers will provide content language instruction through a differentiated classroom (hands-on, print, and digital resources) that is focused, specifically emphasizing Emergent Bilingual (EB), targeted (aligned to EB students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of EB students will improve the student's reading, listening, speaking, and writing ability.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>ELL teacher<br/>Teacher<br/>Campus Instructional Specialist</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p> | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 3rd grade EB students utilize K-12 Summit. In prekindergarten through 3rd grade, all teachers must plan, post, and refer to language objectives (ELPS).</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 3rd grade EB students utilize K-12 Summit. In prekindergarten through 3rd grade, all teachers must plan, post, and refer to language objectives (ELPS). The ESL teacher schedule changed to support small group instruction; student trackers are being utilized, and weekly meetings with leadership and ongoing discussions with teachers regarding EB students and achievement.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |

| Strategy 2 Details  | Reviews   |
|---|---|
| <p><b>Strategy 2:</b> The campus will increase student achievement with at-risk students by providing high-impact targeted small group instruction utilizing instructional aides to supplement instruction with extended day and/or extended learning time tutorials across all core content areas and accelerate learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Reading achievement and measurable growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Campus Instructional Specialist<br/>Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 6, 7, 11</p> | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Instructional assistants plan closely with the teams, attend training, and work directly with the students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Instructional assistants plan closely with the teams, attend training, and work directly with the students. The instructional assistants can access student data and provide targeted academic support.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>  |
| Strategy 3 Details  | Reviews   |
| <p><b>Strategy 3:</b> Utilize research-based instructional literacy materials to support individual student needs and improve student reading achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction will improve student achievement on Circle, MAP, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Campus Instructional Specialist<br/>Teacher</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 5, 6</p>   | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers in PK3-3rd grade utilize the district-adopted/required literacy resources (Empowering Writers, Benchmark Phonics, Istation, etc) with fidelity.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers in PK3-3rd grade utilize the district-adopted/required literacy resources (Empowering Writers, Benchmark Phonics, Istation, etc) with fidelity. The teachers use data, lessons, and materials from Istation/ISIP to guide small-group instruction and interventions.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |

| Strategy 4 Details  | Reviews   |
|---|---|
| <p><b>Strategy 4:</b> Students will chart progress and conference after each data entry with the teacher to determine what is needed to help students achieve the goal that has been set.</p> <p><b>Strategy's Expected Result/Impact:</b> Students having a visual to show growth versus a number will result in students taking ownership of their learning, leading to increased student achievement to show a full year's growth. Students can be tracked through BOY, MOY, and EOY testing along with summative and checkpoints.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Campus Instructional Specialist<br/>Teachers</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p> | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Independent and class trackers were provided and monitored.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Independent and class trackers were provided and monitored. All classrooms have trackers, and there is a campus class tracker that is updated with ISIP data monthly.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>  |
| Strategy 5 Details  | Reviews   |
| <p><b>Strategy 5:</b> A half-time Interventionist will work with students to fill the gaps in all content areas and support student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Campus Instructional Specialist</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 5, 6, 11</p>  | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Review student data and pull targeted small groups to support student achievement daily.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Review student data and pull targeted small groups to support student achievement daily. The half-time interventionist uses data from CUAs and Istation/ISIP to customize lessons that meet the needs of the students.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |



| Strategy 6 Details   | Reviews   |
|--|---|
| <p><b>Strategy 6:</b> Prekindergarten 3 will use a common online program to monitor and assess students' progress and growth in reading and math to embed Tier 1 intervention support and monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Prekindergarten 3 students will meet or exceed the district on the Circle assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Campus Instructional Specialist<br/>Teachers<br/>Assistant Principals</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 5</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>  CIP funds were recently released. The online program has been ordered, and we are awaiting district approval.</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>  ESGI is a common program used in all PK3 classrooms to monitor and assess students' progress and growth in reading and math.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| <p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>   |   |

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









**Performance Objective 2:** Board and Superintendent Goals:  
(Board Goal 29% to 40% by 2026)

By the end of the 2023-2024 school year, early childhood math performance will demonstrate a 5% increase in scores of 3rd-grade students that score "Meets Grade Level" or above on STAAR Math.

**Evaluation Data Sources:** STAAR Math Data  
MAPS Math Data  
Circle Math Data  
District CUA Math Data

| Strategy 1 Details  | Reviews   |
|---|---|
| <p><b>Strategy 1:</b> Teachers will provide content language instruction through a differentiated classroom (hands-on, print, and digital resources) that is focused (specifically emphasizing Emergent Bilinguals), targeted (aligned to EB students' proficiency levels), and systematic (scaffolding instruction) to support student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance for EB students on Circle, MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Campus Instructional Specialist<br/>Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>  Summit K-12 is used in a small group setting with 3rd-grade students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>  Consistent implementation of K-12 in a small group setting with students. Implementation of print resources and classroom support.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |

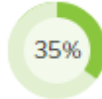









| Strategy 2 Details   | Reviews   |
|--|---|
| <p><b>Strategy 2:</b> Guided math and collaborative groups will be utilized to strengthen problem-solving skills and develop math fluency.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are provided quality instruction with the whole group, small group, and extension activities. This allows for more quality instructional time to increase student achievement as K-3rd grade math concepts build on each other.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Campus Instructional Specialist<br/>Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction<br/><b>Problem Statements:</b> Student Learning 1, 3, 6, 9, 10</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>  CIP funds were recently released, and the guided math tubs have been ordered. They are awaiting district approval.</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>  Guided Math tubs aligned to the standards have been distributed and teachers were trained in PLC.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>                           |
| Strategy 3 Details   | Reviews   |
| <p><b>Strategy 3:</b> Students will engage in weekly (or daily) spiral reviews of previously taught concepts to develop automaticity and work towards mastery of the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Campus Instructional Specialist<br/>Teacher</p> <p><b>Title I:</b><br/>2.4, 2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/><b>Problem Statements:</b> Student Learning 1, 6, 9, 10</p>  | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>  2nd and 3rd-grade students utilize the district-provided spiral. The spiral has been purchased for kindergarten and 1st grade. They are awaiting district approval.</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>  Kindergarten and 1st-grade students now utilize the spiral with fidelity.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| <p style="text-align: center;">  No Progress      Accomplished      Continue/Modify      Discontinue </p>  |   |

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

**Performance Objective 3:** Academic progress in reading and math on Universal Screeners will show a 5% improvement by June 2024 for all students.

**Evaluation Data Sources:** Universal Screeners: MAP and Circle





| Strategy 1 Details  | Reviews  |
|---|--|
| <p><b>Strategy 1:</b> Campus leadership will schedule instructional planning days for classroom teachers to study district and state curriculum documents. Teachers will adhere to the district planning process to ensure targets are aligned with rigorous tasks through the gradual release of the responsibility model. Teachers will plan for common formative and summative assessments to guide future instruction and drive the intervention process.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is increased teacher clarity and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 1, 2, 3</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>All grade levels have determined planning days.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b><br/>Planning days for the first semester were scheduled and teachers are now scheduling planning and data days for the second semester.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |

| Strategy 2 Details  | Reviews   |
|---|---|
| <p><b>Strategy 2:</b> Teachers will provide Gifted students with supplemental instruction in their areas of giftedness and in areas for which they are not identified as gifted. Teachers will provide instructional and reading materials to support GT students with GT interventions, enrichment, project-based learning, and projects for TSTP.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR scores and completed TPSP projects</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Campus Instructional Specialist</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 13</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>  Gifted students attend PRIDE in the library with a GT-certified professional.</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>  GT students continue to attend PRIDE in the library with a GT-certified professional and begin working on project.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| <p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>  |   |

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

**Performance Objective 4:** Academic progress in Science will show a 5% improvement by June 2024.

**Evaluation Data Sources:** CUA Data  
MAP Data

| Strategy 1 Details   | Reviews  |
|--|--|
| <p><b>Strategy 1:</b> The campus will provide educational field trips for students that teach and reinforce concepts challenging to replicate in the classroom. Field-based learning experiences will serve as an extension of the learning in the classroom, building background to provide opportunities for academic instruction enhancement, such as field trips related to academic content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Build students' backgrounds and enhance experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 5, 6, 7, 8</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>            TEKS field-based learning experiences have been planned for most grade levels.</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>            All TEKS-aligned field-based learning experiences are planned, and students will attend the second semester.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| Strategy 2 Details   | Reviews  |
| <p><b>Strategy 2:</b> Utilize hands-on and digital resources and strategies to maximize learning and support technology integration to build inquiry and understanding and support student achievement in science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student exposure to science increase performance on science performance assessments and common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Campus Instructional Specialist<br/>Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p>  | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>            3rd-grade has implemented hands-on science activities to support student achievement in science.</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>            Each grade level requests science materials to support hands-on learning experiences.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>  |



No Progress



Accomplished



Continue/Modify









Discontinue

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

**Performance Objective 5:** During the 2022-2023 school year, 100% of all students will show one or more year's growth in writing.



**Evaluation Data Sources:** Improved STAAR results, CUA's, MAP, Circle, and IEP progress monitoring





| Strategy 1 Details   | Reviews  |
|--|--|
| <p><b>Strategy 1:</b> Provide supplemental ELA instructional materials, tools, and training, to teach kindergarten through 3rd-grade writing effectively using research-based skills and structures to teach writing in a way that improves students' writing abilities and reading comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented classroom observations of teachers and students using materials during instruction. Improved scores in content areas via CUA, performance assessments, and STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Campus Instructional Specialist<br/>Teacher</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>  ARACE and Empowering Writers have been implemented to support writing and comprehension.</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>  ARACE is used with fidelity across the campus. Empowering Writers trains professionals during district PD days, and the campus provides EW training to 3rd-grade teachers.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| <p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |  |

**Goal 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 will participate in professional learning and professional learning committees at the campus and district levels to increase student rigor and alignment. Teachers will attend professional development on campus or at the district level to develop highly effective instructional strategies to impact student achievement.

**Evaluation Data Sources:** Teachers will sign in when attending professional development, new teacher meetings, Mentor/Protege meetings, and PLCs.

| Strategy 1 Details   | Reviews   |
|--|---|
| <p><b>Strategy 1:</b> In PLCs, teachers will engage in continuous cycles of improvement and coaching to build capacity around meeting student needs and reviewing data to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Achievement gaps will close as students show growth and meet projected learning expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Campus Instructional Specialist</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p> | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> PLCs are conducted with fidelity, and the focus is linked to district training.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PLCs are targeted and planned to support campus and district initiatives, analyze data, and internalize lessons.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |

| Strategy 2 Details   | Reviews  |
|--|--|
| <p><b>Strategy 2:</b> Build capacity and longevity in new and veteran staff by utilizing campus mentors and buddies. Teachers receiving support have opportunities to collaborate and work together on various tasks. There is planning between new staff and mentor/team leader teachers to ensure correct strategies are taught, assessments analyzed, and the planning process is developed and utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact will include increased retention of staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Curriculum Instructional Specialist</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3</p>   | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Veteran staff are serving as mentors to support our new teachers. Monthly meetings with DOI and 2nd-year teachers, in addition to mentor meetings, are held.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Veteran staff are serving as mentors to support our new teachers. Monthly meetings with DOI and 2nd-year teachers, in addition to mentor meetings, are held.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| Strategy 3 Details   | Reviews  |
| <p><b>Strategy 3:</b> Teachers and campus leadership will have opportunities to attend professional development and coaching to gain focus, clarity, and depth of instructional strategies/practices in reading, math, writing, and science. Teachers will then share new ideas and instructional practices with the appropriate staff using the trainer-of-trainers model.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to focus on strategies to take back to their classrooms that will impact planning and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Assistant Principals<br/>Campus Instructional Specialist</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p> | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> District level trainings are offered to all staff. Administration and Lead Team members also attend district-level PLCs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> District level trainings are offered to all staff. Administration and Lead Team members also attend district-level PLCs.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>  |









| Strategy 4 Details   | Reviews  |
|--|--|
| <p><b>Strategy 4:</b> Campus leadership will provide a staff wellness program that promotes proactive behaviors such as stress management, exercise, conflict management, and work/life balance. A Wellness committee will be established and distribute short articles or a calendar to staff members each month on various wellness and personal improvement topics. Staff will be provided to retain staff and improve physical and mental health.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease stress levels and maintain a high level of alertness and vigilance to meet a variety of demands.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Counselor</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p> | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The district provides the resources to support mental health at the campus level. Our counselor shares the information with staff, and it is shared in our weekly newsletter.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The district provides the staff with wellness support. The Wellness Committee incorporates physical activities in the calendar.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>   |
| Strategy 5 Details   | Reviews  |
| <p><b>Strategy 5:</b> A full-time CIS will work with teachers to build instructional strength in all content areas and enhance instructional practices to guide student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is that that the CIS effectiveness for helping teachers grow and increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 5, 6, 12</p>  | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The CIS leads PLCs, RTI meetings, targeted campus training and planning ,and provides coaching and lesson plan support.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The CIS leads PLCs, RTI meetings, targeted campus training and planning and provides coaching and lesson plan support. The CIS helps with lesson internalization, classroom management, lesson planning, and data analysis. Meets with DOI teachers daily.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| <p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>   |  |


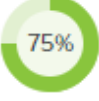


**Goal 3:** Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.




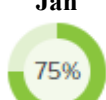
**Performance Objective 1:** Attendance of volunteers, engagement of parents participation, and community partnerships will increase by 5% in the 2023-24 school year in participation in the educational process through family nights, parent conferences, and community partnerships.




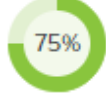




**Evaluation Data Sources:** Event Sign-In Sheets  
 Parent Volunteer Logs  
 Parent/Community Surveys  
 Parent and family engagement sign-in sheets

| Strategy 1 Details   | Reviews   |
|--|---|
| <p><b>Strategy 1:</b> The campus will continue to provide opportunities for children and families to play and learn through parent and family engagement opportunities by hosting Title 1 Meetings, family nights, and Site-Based Decision-Making Meetings. It will recognize students' academic success and growth through programs such as semester academic awards.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is increased student achievement and attendance: increased parent presence and involvement in activities with their students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>           Assistant Principals<br/>           Counselor</p> <p><b>Title I:</b><br/>           4.2</p> <p>- <b>TEA Priorities:</b><br/>           Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>           Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> | <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span data-bbox="1297 532 1352 558"><b>Nov</b></span> <span data-bbox="1535 532 1902 558"><b>November Evidence of Progress</b></span> </div> <div style="display: flex; align-items: center; margin: 5px 0;">  <div data-bbox="1415 565 2003 626" style="margin-left: 10px;"> <p>Annual Title 1 Meeting, Dyslexia Meeting, and parent nights for the beginning of the year have been hosted.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span data-bbox="1297 688 1352 714"><b>Jan</b></span> <span data-bbox="1545 688 1892 714"><b>January Evidence of Progress</b></span> </div> <div style="display: flex; align-items: center; margin: 5px 0;">  <div data-bbox="1415 721 2024 782" style="margin-left: 10px;"> <p>Title 1 meetings, family nights, awards assemblies, and SBDM meetings</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span data-bbox="1297 841 1352 867"><b>Mar</b></span> <span data-bbox="1556 841 1881 867"><b>March Evidence of Progress</b></span> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span data-bbox="1297 899 1352 925"><b>June</b></span> <span data-bbox="1566 899 1871 925"><b>June Evidence of Progress</b></span> </div> </div> |

| Strategy 2 Details   | Reviews  |
|--|--|
| <p><b>Strategy 2:</b> The campus leadership will develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families, and students. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available on the campus web-page.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Campus Instructional Specialist<br/>Parent Liaison<br/>Counselors<br/>MFLC</p> <p><b>Title I:</b><br/>4.1</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 1</p> | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> During the required Parent/Teacher conference, the school-parent compact was shared and reviewed with families. The HSC is also on the web-page.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> During the required Parent/Teacher conference, the school-parent compact was shared and reviewed with families. The HSC is also on the web-page and shared on our parent board.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>          |
| Strategy 3 Details   | Reviews  |
| <p><b>Strategy 3:</b> The campus leadership will develop jointly with, and distribute to parents, a written Parent &amp; Family Engagement (PFE) policy that describes how the school will inform parents of the school's participation in the Title I, Part A program and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available on the campus web-page.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>   | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> During the required Parent/Teacher conference, the school-parent compact was shared and reviewed with families. The PFE is also on the campus web-page.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> During the required Parent/Teacher conference, the school-parent compact was shared and reviewed with families. The HSC is also on the web-page and shared on our parent board.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |

| Strategy 4 Details   | Reviews  |
|--|--|
| <p><b>Strategy 4:</b> The campus will provide parents of English Learners with information and training on strategies for supporting language acquisition, literacy skills, and content area vocabulary development.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is increased home/school communication &amp; support for ESL parents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>ESL Teacher<br/>Parent Liaison</p> <p><b>Title I:</b><br/>4.2</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 9</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>Planning stage</p>  <p><b>Jan</b> <b>January Evidence of Progress</b><br/>ESL teacher meets with teachers during PLC, provides parent training for EB parents regarding strategies</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| Strategy 5 Details   | Reviews  |
| <p><b>Strategy 5:</b> The childhood literacy program, Hobby Tots, will offer interventions and exposure to school for non-school-aged military children each week.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is to provide early childhood education and positive community relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Parent Liaison</p> <p><b>Title I:</b><br/>4.2</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>  | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>Monthly Hobby Tots meetings are scheduled.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b><br/>Hobby Tots meetings are held twice a month</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>                                   |



| Strategy 6 Details  | Reviews  |
|---|--|
| <p><b>Strategy 6:</b> The campus will host volunteer orientation sessions that will be held throughout the school year to increase the number of parents engaged in volunteer opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of parent volunteers and parent participation hours.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Parent Liaison</p> <p><b>Title I:</b><br/>4.2</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Monthly volunteer orientation sessions have been held which has increased the number of volunteers on campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Volunteer orientation sessions are held monthly in the cafeteria on campus</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>  |
| Strategy 7 Details  | Reviews  |
| <p><b>Strategy 7:</b> The campus will provide monthly newsletters, Facebook, mass communication calls, parent conferences, and communication folders and maintain the web-page to keep parents informed and connected to the school.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is to increase communication between home and school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Counselor<br/>Librarian<br/>Parent Liaison<br/>Grade Level Leaders</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>                       | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Newsletters, frequent and relevant FB posts, calls, web-page, teacher platforms, parent conferences and communication folders keep parents informed and connected to the school.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Newsletters, frequent and relevant FB posts, calls, web-page, teacher platforms, parent conferences and communication folders keep parents informed and connected to the school.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |







| Strategy 8 Details  | Reviews   |
|---|---|
| <p><b>Strategy 8:</b> The campus will host parent meetings on health, wellness, nutrition, parent involvement through reading, transportation safety, dental hygiene, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent/ family involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Parent Liaison, Teachers, CIS</p> <p><b>Title I:</b><br/>4.2</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>Planning stage.</p> <p> 5%</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>A wellness parent meeting will be held on Feb. 21st</p> <p> 75%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>   |
| Strategy 9 Details  | Reviews   |
| <p><b>Strategy 9:</b> Parents will engage in parent/teacher conference days to discuss student achievement behaviorally and academically to ensure parents are kept abreast of all instructional outcomes and student expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers</p> <p><b>Title I:</b><br/>2.4, 2.6, 4.2</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 2, 3</p>   | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>Parent/Teacher conferences were held during October.</p> <p> 50%</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>Parent-teacher conferences are ongoing and MOY data shared, failing, RTI, are among the topics discussed with parents</p> <p> 75%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| <p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>  |   |

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

**Performance Objective 1:** Ensure students have an environment conducive to learning by creating a safe, secure environment to educate our students on bullying, violence prevention, and conflict resolution.

**Evaluation Data Sources:** Discipline Referral Reports  
 Counseling Reports  
 EOY Safety Documentation  
 Professional Development Participation Sign-in Sheet

| Strategy 1 Details   | Reviews  |
|--|--|
| <p><b>Strategy 1:</b> All staff will be trained and implement Restorative Practices and PAX. Staff will attend the district and campus professional development focusing on building relationships and effective classroom management strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff will implement restorative practices strategies and offer student conflict resolution opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>           Assistant Principal<br/>           Counselor</p> <p><b>TEA Priorities:</b><br/>           Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>           Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> | <p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Some grade levels have implemented PAX with fidelity. Most staff is trained on PAX strategies. All staff have received restorative practice training.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Some grade levels have implemented PAX with fidelity. Most staff is trained on PAX strategies. All staff have received restorative practice training. The counselors are providing PAX coaching to staff.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |







| Strategy 2 Details   | Reviews   |
|--|---|
| <p><b>Strategy 2:</b> The campus will implement an online Bullying Reporting system to prevent, identify, respond to, and report bullying (HB 1942)(TEC 11.252). 100% of incidents will be reported using the Bully Reporter and monitored via student referrals by the Threat Assessment team.</p> <p><b>Strategy's Expected Result/Impact:</b> To encourage students to share concerns with an adult.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Counselor<br/>Teacher</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>  The campus has a bully/threat reporter managed by the district. The campus hosted a campus-wide bully prevention assembly in October.</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>  We have received two bullying reports thus far</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| <p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>   |   |



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

**Performance Objective 2:** By June 2024, we will increase health awareness by promoting student participation in daily physical activity.





**Evaluation Data Sources:** Increase student health through daily exercise









| Strategy 1 Details  | Reviews   |
|---|---|
| <p><b>Strategy 1:</b> Students enrolled in grades prekindergarten through third grades will participate in moderate or vigorous daily physical activity for at least 30 minutes daily throughout the school year as part of the district's physical education curriculum or through structured activity during a school campus's daily recess. Students in third grade will participate in Fitness Gram.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student health through daily exercise and Fitness Gram Report</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>PE Teachers<br/>Classroom Teacher</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>  Physical education and recess are embedded in the master schedule.</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>  Physical education and recess are embedded in the master schedule</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| <p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>  |   |

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

**Performance Objective 1:** Through efficient and effective management of resources and operations, campus resources will be maximized to meet ALL local, state, and federal requirements.

**Evaluation Data Sources:** Local, State, Federal Requirements



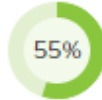





| Strategy 1 Details  | Reviews  |
|---|--|
| <p><b>Strategy 1:</b> Campus leadership will conduct weekly leadership meetings to coordinate resources to best meet the needs of students, parents, and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is improved systems and the use of resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 6</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>The LT meets weekly to discuss campus needs.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b><br/>Lead Team weekly/bi-weekly meetings to discuss behavior, attendance, teacher concerns, referrals, and other campus concerns/needs.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| Strategy 2 Details  | Reviews  |
| <p><b>Strategy 2:</b> To build a safe and secure learning environment, all stakeholders will have an awareness of appropriate health and safety practices. The campus will conduct monthly emergency operations and drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote a safe and secure school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>   | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>Drills are conducted monthly and have been scheduled for the school year.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b><br/>Drills are conducted monthly and scheduled throughout the year. Safety has visited the campus.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>     |

| Strategy 3 Details   | Reviews   |
|--|---|
| <p><b>Strategy 3:</b> The campus will attend/Comply with required campus and district training sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is compliance with federal, state, and local laws and policies. 100% of staff will be trained in all required areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>HR</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>The campus has attended all required training sessions.</p> <p> 50%</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>Teachers attend and lead training sessions.</p> <p> 75%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>                    |
| Strategy 4 Details   | Reviews   |
| <p><b>Strategy 4:</b> The campus will continue a systematic approach to the budget's analysis and expenses by meeting weekly to review budget expenses.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is improved alignment of expenditures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Principal Secretary</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p>   | <p><b>Nov</b> <b>November Evidence of Progress</b><br/>Weekly meetings are scheduled to discuss the campus budget.</p> <p> 25%</p> <p><b>Jan</b> <b>January Evidence of Progress</b><br/>Weekly or bi-weekly meetings to discuss the campus budget.</p> <p> 75%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| <p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>   |   |

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

**Performance Objective 2:** By June 2023, OCHES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

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

| Strategy 1 Details  | Reviews   |
|---|---|
| <p><b>Strategy 1:</b> The campus will establish an After School Learning Academy to provide tutoring and instructional support to struggling students and those experiencing learning gaps due to the COVID-19 pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin; CIS</p> <p><b>Title I:</b><br/>2.4</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4, 5, 6</p>   | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 3rd-grade has started tutoring. 2nd grade will be implemented later in the month. Kinder and 1st grade will begin next semester.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 1st-3rd grade tutoring; 10 week plan for 3rd grade STAAR.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> |
| Strategy 2 Details  | Reviews   |
| <p><b>Strategy 2:</b> Effective use of the Master Schedule will ensure built-in time for intervention and blocks of uninterrupted instruction time (120-minute block for Reading and 90-minute block for Math).</p> <p><b>Strategy's Expected Result/Impact:</b> More time dedicated to focused instruction will allow all students to grow from the BOY to the EOY Universal screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Campus Instructional Specialist</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 6</p> | <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The master schedule reflects the required instructional minutes and intervention minutes.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The master schedule reflects the required instructional minutes and intervention minutes.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>     |
| <p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>  |   |