

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



Mission Statement

At Saegert Elementary, we will instill a culture of excellence by aligning passion, purpose and performance.

Vision

We will purposely and proactively meet academic, social, moral and emotional needs to foster a culture of excellence. We commit to continuous innovation through a mindset of lifelong learning and nurture the unlimited potential of all members of our school community.

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Goals




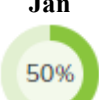
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.










Performance Objective 1: By June 2024, 80% of 3rd through 5th grade students will achieve Approaches Standard or Above on STAAR Reading with 30% of students achieving the Masters Grade Level Standard. 90% of the 3rd-5th grade students will achieve 1-year growth, as measured by MAP. 85% of the PK-2 grade students will meet grade level standard as measured by CIRCLE and MAP assessments.

Evaluation Data Sources: STAAR, EOY CIRCLE, MAP reading, CUAs, Formative Assessments.

Strategy 1 Details	Reviews
<p>Strategy 1: Staff will utilize universal screeners, observational records, and campus developed common assessments and use the data in PLCs to guide the instruction and interventions in Reading. Instruction and interventions include Literacy Frameworks, Benchmark Phonics, Comprehension at the Core, vocabulary development, and phonemic awareness to enhance reading instruction for all students. The collaborative Teaching model will provide targeted instruction to close the achievement gap between general education and special education for students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 5, 6, 7</p>	<div><div>Nov</div><div>25%</div><div>November Evidence of Progress</div><div>During PLCs, each grade level analyzed data from BOY MAP, BOY Circle, CUAs, and the first round of interim STAAR testing to monitor student academic progress in RLA.</div></div> <div><div>Jan</div><div>50%</div><div>January Evidence of Progress</div><div>We just finished the MOY MAP review and analysis of student growth from BOY to MOY. ESL just finished their summative assessment and celebrated growth.</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: Teachers will differentiate instruction and utilize interventions to increase understanding of reading and writing standards. Differentiate instruction through Literacy Framework, Benchmark Phonics, Comprehension at the Core, vocabulary development, and Phonemic Awareness. Interventions could include but are not limited to, ST Math, Starfall, Pebble Go, Brain Pop/Brain Pop Jr., iStation, and other spiral review materials.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 5, 7, 8, 9</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>School leadership conducts phonics fidelity walks to ensure the correct implementation of phonics for all students K-3. Our EB students are invited to the computer lab daily to work on skills with ST Math and iStation.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Teachers are actively engaging students in interventions to continue to close gaps based on different data points. STAAR Bootcamp began in January. All district-required programs are being utilized by the campus.</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 in grades K-5 will keep progress monitoring folders for reading. Students will track MAP scores and reading levels. Folders, paper, and page protectors will be purchased for uniformity.</p> <p>Strategy's Expected Result/Impact: Improvement in scores from BOY to MOY and EOY, and from one year to the next.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 5, 7, 8, 9</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Students have tracking folders with the BOY MAP scores and Benchmark. During PLC, tracking is reviewed and shared among grade levels.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>All grade levels have tracking folders for their students. Each department has a tracking system for the students they intervene with daily, and/or weekly.</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: Teachers will provide tutoring for struggling students in reading.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: Teachers CIS Administrators</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 5, 6, 7</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Grades 1-5 have started tutoring students before an after school to help close gaps in reading.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Tutoring is still occurring before and after school. We have also started our 10-week Saturday Bootcamp for 3-5th graders.</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: LLI and Istation will be utilized for Tier 2 and Tier 3 instruction during the intervention block with struggling readers.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 5, 7</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Teachers and interventionists provide specialized instruction for students in RtI. Documentation is recorded in the students' SSP and tracking sheets. RtI meetings have been held to address student progress.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>LLI is being utilized with our tiered students during interventions. Istation requirements are being met.</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: The GRR model, derived from the CFA 2.0 design process, will be implemented in daily reading instruction in grades K-5. Reteach will be done during bridge days.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 5</p>	<p>Nov November Evidence of Progress</p> <p> Coaching walks have provided teachers with feedback on the implementation of GRR. Grade levels plan lessons using the GRR model with a focus on increasing collaboration.</p> <p>Jan January Evidence of Progress</p> <p> Most teachers are using the GRR with fidelity. We have a few teachers who are working to internalize the process and implement it into each lesson. There are no bridge days this year. The teachers have to fit reteaching into the next unit.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: The PLC will organize vertically aligned activities to share and model with community members during Family curriculum Night. These activities will address standards, concepts, and skills to support reading and writing.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers Interventionists</p> <p>Title I: 4.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 5, 7, 8, 9</p>	<p>Nov November Evidence of Progress</p> <p> The Fall Family Engagement Curriculum Night provided an evening dedicated to addressing skills that support student reading and writing. Each grade level had a different activity for students and parents to participate in.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></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 2: By June 2024, 78% of 3rd to 5th-grade students will achieve Approaches Standard or Above on STAAR Math with 28% of students achieving Masters Grade Level Standard. 65% of the Kindergarten-5th grade students will achieve 1-year growth, as measured by MAP. 75% of the PK students will meet grade-level standards as measured by the CIRCLE assessments.

Evaluation Data Sources: STAAR, EOY CIRCLE Math, MAP math, CUAs, Formative Assessments.

Strategy 1 Details	Reviews
<p>Strategy 1: Pre-K, Kindergarten and 1st-grade teams will use universal screeners, observational records, and campus-developed common assessments and use the data in PLCs to guide the instruction and interventions for students in math. 2nd-5th grade teams will use Common Unit Assessments (CUA) as common assessments and use the data in PLCs to guide the instruction and interventions for students in math.</p> <p>Collaborative teaching will provide targeted instruction to close the achievement gap for special education students in the general education setting.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist Admin Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 7, 9</p>	<div><div>Nov</div><div><div><div></div><div>25%</div></div></div><div>November Evidence of Progress</div><div>During PLCs, each grade level analyzed data from BOY MAP, BOY Circle, CUAs, and the first round of interim STAAR testing to monitor student academic progress in math.</div></div> <div><div>Jan</div><div><div><div></div><div>50%</div></div></div><div>January Evidence of Progress</div><div>This process is consistent across the grade levels. Data protocols are being reviewed in PLC. We are getting ready for the MOY interim testing and will use that data to continue to drive instruction.</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: Each week, students in PK - 5th grades will participate in solving various real-world math problems. The teachers will model effective problem-solving strategies and critical thinking skills.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.</p> <p>Staff Responsible for Monitoring: CIS Principal Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 9 - School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Students are engaged in problem-solving during Lonestar Math, morning math, and math talks with our younger students.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Across all grade levels, teachers are utilizing strategies (CUBES) to improve problem-solving. We will continue this 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>
Strategy 3 Details	Reviews
<p>Strategy 3: Students in grades K-5 will keep progress monitoring folders for math . Students will track MAP scores, and other math data. Folders and page protectors will be purchased for uniformity.</p> <p>Strategy's Expected Result/Impact: Improvement in scores from BOY to MOY and EOY, and from one year to the next.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 9 - School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Students have tracking folders with the BOY MAP scores and ST Math. During PLC, tracking is reviewed and shared among grade levels.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>Teachers have students collect and record their scores. The visual helps students visually track their progress.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>




Strategy 4 Details	Reviews
<p>Strategy 4: The GRR model, derived from the CFA 2.0 design process, will be implemented in daily math instruction in grades K-5. Teachers will provide daily spiral reviews for intervention and tutoring of struggling students in math. Lonestar Spiral review and ST Math align with the TEKS and will be used to support instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: Teachers CIS Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 8 - School Processes & Programs 2, 3</p>	<p>Nov November Evidence of Progress</p>  <p>Coaching walks have provided teachers with feedback on the implementation of GRR. Grade levels plan lessons using the GRR model with a focus on increasing collaboration in math. Lonestar Math and ST Math provide teachers with data on student progress.</p> <p>Jan January Evidence of Progress</p>  <p>TEKS are consistently used when planning. Each grade level has a specific planning day to make sure everyone understands what is coming up and how to teach hard-to-teach concepts.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Guided Math will be implemented in response to informal and formal assessments during focused and guided instruction of the GRR in foundational math concepts as well as new content.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov November Evidence of Progress</p>  <p>Guided math is an expectation and implemented after reviewing formal and informal student data. Walkthroughs and coaching walks provide teachers with support in the implementation of guided math groups.</p> <p>Jan January Evidence of Progress</p>  <p>Guided math continues to be the expectation. Teachers use this to individualize instruction for various levels of learners.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>








Strategy 6 Details	Reviews
<p>Strategy 6: The PLC team will collaborate to create vertically aligned math activities, standards, concepts, and skills. The committee will also address grade-level misconceptions and plan Family Curriculum Night activities.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers Interventionists</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 9</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>The Fall Family Engagement Curriculum Night provided an evening dedicated to addressing skills that support students in math. Each grade level had a different activity for students and parents to participate in. GT Night was also held to provide parents with information about how teachers address grade-level content for our GT students.</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 7 Details	Reviews
<p>Strategy 7: Administrators will continue assisting teachers in strengthening the instructional core through monitoring and coaching instructional practices, observing teaching, and providing instructional guidance throughout the school year. Lesson planning will be addressed during PLC meetings by reviewing the IFD, Clarification Document, Progression Charts, and other resources.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: Administrators CISs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2, 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Administrators conduct walkthroughs, coaching walks, and GBF walks to provide instructional guidance to teachers. Conferences are held to talk through the lesson and ways to improve student academic progress through strong tier 1 instruction.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>Administrators continue to conduct walkthroughs, coaching walks, and GBF walks. Feedback is shared with the teachers to help improve instruction or provide clarification. We are still working to improve tier 1 instruction.</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> No Progress </div> <div> <div>  100% </div> Accomplished </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 3: By the end of the 2023-24 school year, student achievement in writing on campus, district, and state assessments will increase by 5% in the meets category for grade-level standards for all student groups.

Evaluation Data Sources: Campus All-Writes, District CUA data, Written/Oral Grades





Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will provide TEKS-aligned ELA instruction in grades K-5. Empowering Writers will be implemented to assist with writing instruction.</p> <p>Strategy's Expected Result/Impact: Improved scores on school-wide campus all-writes, formative assessments, lesson plans, walkthroughs</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7</p>	<p>Nov November Evidence of Progress</p> <p> Teachers are providing students with instruction on the ARACE strategy when completing constructed responses.</p> <p>Jan January Evidence of Progress</p> <p> The ARACE strategy is still being implemented in all grade levels. Some training has been received at the campus level and district level during PD days. In Feb, teachers from 3-5 grade will get to observe EW model lessons and bring their learning back to campus.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Three writing pieces (All-writes) will be administered throughout the year for grades PK, K and 1st. The writing samples will be collected in September, January, and April. They will be placed in students' writing composition portfolios. 2nd -5th will score writing pieces given with each unit assessment.</p> <p>Strategy's Expected Result/Impact: Increased average scores on campus all writes STAAR</p> <p>Staff Responsible for Monitoring: CIS Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7</p>	<p>Nov November Evidence of Progress</p> <p>N/A We hosted Empowering Writers to assist with the implementation of constructed responses.</p> <p>Jan January Evidence of Progress</p> <p>N/A</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p></p>





Strategy 3 Details	Reviews
<p>Strategy 3: The campus will engage in professional development focused on Empowering Writers for each grade level. Conversations about the PD will continue during PLCs and grade-level planning. Teachers will employ strategies from Empowering Writers to improve and address writing instruction throughout all grade levels. The PD will focus on the foundations of writing, constructed responses, and expository and narrative writing.</p> <p>Strategy's Expected Result/Impact: Increased scores on Campus All-Writes, Formative Assessment, and STAAR constructed responses.</p> <p>Staff Responsible for Monitoring: CISs, Campus administrators</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 2, 3</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>Empowering Writers PD was hosted during PLCs for all grade levels. All students are expected to provide written responses across all subject areas.</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>
<div> <div>  0% </div> <div>No Progress</div> <div>  100% </div> <div>Accomplished</div> <div>  Continue/Modify </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 4: By May 2024, 80% of 5th-grade students will achieve Approaches Standard or Above on STAAR Science with 25% of students achieving Masters Grade Level Standard.

Evaluation Data Sources: STAAR science, CUAs, MAP Science

Strategy 1 Details	Reviews
<p>Strategy 1: Students in grades PreK-5 will have a weekly opportunity for hands-on science lessons.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: CIS Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 3, 4</p>	<p>Nov November Evidence of Progress</p>  Grade levels provide weekly science lessons. Supplies are requested and purchased for specific lessons that require additional materials. <p>Jan January Evidence of Progress</p>  Teachers would use the science lab more often if it were organized better. Teachers conduct hands-on lessons in their classrooms most of the time. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Campus will provide teachers with an equipped science lab to allow for hands on science experiences.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 3, 4</p>	<p>Nov November Evidence of Progress</p>  The science lab is available but needs work with the organization of materials. The lab needs a more reliable calendar for scheduling time for lessons. <p>Jan January Evidence of Progress</p>  As a campus, we are working on the investigation process. Each student in grades 3-5 is required to complete an experiment. Grades PK-2 will complete a class experiment and report their findings. The science lab has an abundance of materials and the campus will purchase more as they are needed. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Students in grades 2-5 will maintain a science notebook (composition book, not folder). Each notebook will contain at a minimum the following: Table of Contents, Tools, data/ activities for each unit, STAAR-like sample questions for each unit, and glossary. Students in kinder and first will maintain either a class book or individual notebooks, decided upon by grade levels.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 4</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Students keep science journals to record information from lessons. The level of engagement varies based on the grade level and teacher.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>Teachers have students record information, charts, graphs, and other notes in their science journals. Journals are used as a resource for studying information of assessments and future learning.</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: All students will participate in the campus Science Fair. PK-2nd grade classes will complete an experiment as a whole. 3-5th grade students will complete individual investigations.</p> <p>Strategy's Expected Result/Impact: Science Fair Participation Grades</p> <p>Staff Responsible for Monitoring: CIS Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 3, 4</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>The science fair is in the spring. Science Olympiad has started for select 3-5th grade students.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We are in the middle of the science fair projects. Students have selected a topic, identified the question they want to answer with their experiment, given a hypothesis, and listed the necessary materials. There is a timeline for students to follow in order to complete the project on time.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>



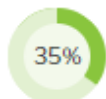

Strategy 5 Details	Reviews
<p>Strategy 5: Grade-level teams will utilize assessment data results to support content and skills only taught in previous grade-levels. . The lessons will focus on previously taught skills in multiple formats and through regular spiral reviews.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Data is continually being discussed during team planning and PLCs. Reviews are planned in the lessons to spiral material previously taught.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>In each PLC, we continue to review CUA data protocols in an ongoing effort to close academic gaps and provide students with the necessary instruction to make adequate growth.</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: Students in grades 1-5 will keep progress monitoring folders for science data. Students will track MAP scores and/or assessment data. Folders and page protectors will be purchased for uniformity.</p> <p>Strategy's Expected Result/Impact: Improvement in scores from BOY to MOY and EOY, and from one year to the next.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Problem Statements: Student Learning 3, 4</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Students track individual data in tracking folders. Science data is inconsistent across the grade levels.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Data is being tracked in tracking folders. 5th grade finished MOY MAP and was able to analyze growth patterns. With the completion of the interim assessments, we will have another data source to look at hot spots and areas for growth.</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: PK - 5th-grade students will participate in field-based instruction in order to provide background knowledge and experiences that will enhance student learning. Field-based instruction could include caverns, museums, planetariums, zoos, farms, parks, ponds, and aquariums. Locations are selected based on their ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: CIS teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>Although the field-based instruction has been planned, they have not been executed at this time.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Since November, we have had two grade levels attend field-based learning. The students enjoyed the off-campus learning. More trips are scheduled for April.</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>  No Progress  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 5: By June 2024, all students, including those identified as At Risk, Dylsexic, ELL, GT, and Special Education, will achieve a minimum of one year's growth as measured by campus, district and/or state assessments.

Evaluation Data Sources: CUAs, STAAR, MAP and formative and summative assessments

Strategy 1 Details	Reviews
<p>Strategy 1: Instructional aides will work with small groups of identified struggling learners to provide accelerated instruction or remediation in reading and math as identified in formative assessments and benchmarks.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.</p> <p>Staff Responsible for Monitoring: Assistant Principal CIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7</p>	<p>Nov  November Evidence of Progress Two instructional assistants work with our interventionist to pull small groups of students with needs identified on assessments.</p> <p>Jan  January Evidence of Progress Instructional assistants continue to work with our students in the intervention setting. They pull small groups to provide support on concepts that students struggle with in class.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: The campus will utilize a daily intervention block to provide targeted interventions to students based on identified need. A campus interventionist will provide additional support by addressing learning gaps and supporting struggling students in reading and math.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in reading and math as measured by STAAR, CUA data, MAP, summative and formative assessments</p> <p>Staff Responsible for Monitoring: Administrators, CIS, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 7, 8, 9</p>	<p>Nov  November Evidence of Progress Grades 1-5 have a dedicated intervention block during the school day for additional support.</p> <p>Jan  January Evidence of Progress We were able to hire a second interventionist to help pull small groups of students with academic gaps.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Students will engage in spiral review activities and deliberate practice of knowledge and skills that is aligned to the depth and rigor of the TEKS.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, summative and formative assessments</p> <p>Staff Responsible for Monitoring: Administrators, CIS, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 7</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Students participate in Lone Star math and other spiral review activities to support prior learning.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Lonestar Math is a daily spiral review that our students participate in. Teachers review the content before moving into their math block.</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: EB classroom teachers will provide time during the day for the EB students to use technology to practice phonics, decoding, reading, and vocabulary skills. Students will also use this technology to help gain academic vocabulary through online programs. The EB teacher will provide research-based instructional strategies, tools, and interventions to EB-identified students. Instructional strategies will focus on increasing academic vocabulary, fluency, and writing skills. The EB teacher and other campus personnel working with EB students and families will attend necessary professional development and/or training.</p> <p>Research-based strategies include:</p> <ul style="list-style-type: none"> - Focus on academic language, literacy, and vocabulary; - Link background knowledge and culture to learning; - Increase comprehensible input and language output; - Promote classroom interaction; and - Stimulate higher-order thinking and the use of classroom/grade-level learning strategies. <p>The EB teacher will collaborate with classroom teachers to ensure that vocabulary and other skills taught are transferred to students' work in class and to implement the ELPS within classroom instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, TELPAS, CUA data, MAP, CIRCLE, and formative assessments.</p> <p>Staff Responsible for Monitoring: ESL Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>EB teachers pull students regularly to participate in SummitK12, an online program to help students with academic language.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Our ESL teachers have been pulling our EBs with fidelity. They utilize SummitK12 regularly and are working to complete the SummitK12 summative assessment with all EB 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>



Strategy 5 Details	Reviews
<p>Strategy 5: GT students will participate in required TPSP project and will demonstrate high levels of learning and be provided challenging experiences. Students will work on project to be showcased during a parent night. Students will use technology as a part of their instruction.</p> <p>Strategy's Expected Result/Impact: STAAR performance - Index 4 TPSP project</p> <p>Staff Responsible for Monitoring: CIS, Administrators, Classroom Teachers</p> <p>Problem Statements: Student Learning 9</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Most GT students have selected a project and are in the first stages of completing the necessary research. They will continue to work to finish the project and prepare for the presentation.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>GT students are currently working on their projects. The projects will be displayed for our campus and community to view before the district showcase.</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: Teachers will utilize high impact strategies to support Gifted and Talented students. Professional development will be provided to include conferences that include strategies for rigor and high cognitive levels for high achieving learners/ GT students. This learning will be supported in PLC's.</p> <p>Strategy's Expected Result/Impact: Increase in mastery of grade level content, and collaboration in professional learning communities.</p> <p>Staff Responsible for Monitoring: Admin CIS GT teachers</p> <p>Problem Statements: Student Learning 9</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>GT teachers were sent to a conference to help implement high-impact strategies for high-achieving learners and GT students. We will continue to have conversations in PLC to support GT teachers.</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 7 Details	Reviews
<p>Strategy 7: GT students will participate in field-based instruction to provide background knowledge and experiences that will enhance student learning in the classroom and real world applications and engage in formal and informal inquiry.</p> <p>Strategy's Expected Result/Impact: Increase in the mastery of grade-level content, growth on STAAR assessments, and improved growth on MAP testing.</p> <p>Staff Responsible for Monitoring: Classroom teachers Admin CIS</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 9</p>	<div><div>Nov</div><div><div></div><div>25%</div></div><div>November Evidence of Progress</div><div>The field-based instruction has been planned.</div></div> <div><div>Jan</div><div><div></div><div>25%</div></div><div>January Evidence of Progress</div><div>There has been no 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>
<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 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 the end of the school year 2022-23, 100% of the professional staff will participate in campus professional learning through PLC's, after school specials, campus professional development days, and off campus workshops and conferences.

Evaluation Data Sources: EOY Staff Instructional Survey, STAAR, Local assessment results, sign in sheets, Cumulative PD data

Strategy 1 Details	Reviews
<p>Strategy 1: A momentum plan will be developed collaboratively and will outline a cohesive year-long professional development plan to address the district-wide problem of practice. The focus of our momentum plan:</p> <ol style="list-style-type: none"> 1. What is the evidence that ALL students are interacting at high cognitive levels with a task that is tightly aligned to the learning goal and target? 2. What is the evidence that students are engaged in rigorous learning? <p>Strategy's Expected Result/Impact: Teachers' instructional practices will improve to result in increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: Principal AP CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5, 7, 8, 9 - School Processes & Programs 1, 2, 3</p>	<div> <div>Nov</div> <div>  <div>50%</div> </div> <div>November Evidence of Progress</div> <div>A momentum plan has been established and is being revamped for the second semester leading up to STAAR.</div> </div> <div> <div>Jan</div> <div>  <div>70%</div> </div> <div>January Evidence of Progress</div> <div>Through data analysis, the momentum plan has been adjusted to hit hot-spot areas as we prepare for STAAR.</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: Staff will participate in highly structured PLCs on a weekly basis. PLC conversations will be focused on Unit Mapping to increase clarity, lesson design, response to the instruction, and data from common, state, and district assessments. Teachers will be afforded planning days to plan instruction collaboratively as a team. Teachers will design lessons, create common formative/summative assessments, share best instructional practices, and analyze instructional data.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: Admin, CISs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8, 9 - School Processes & Programs 1, 2, 3</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>We have consistently held PLCs to have conversations about student data, lesson design, RtI, intervention, and district topics.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>We continue to hold weekly PLCs. Teachers share lessons and strategies that were utilized to help students grasp different skills. District-required lessons are provided before the deadline.</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: Teachers will participate in weekly PLCs that will focus on increasing the depth and complexity of rigor in the classroom using the unit map, GRR, Next Generation Balanced Literacy with an additional focus addressing research-based instructional strategies in order to address the learning needs of At-Risk, EB students, economically disadvantaged, and special education populations.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments. Decrease the number of At-Risk students. Decrease the number of students identified as special needs.</p> <p>Staff Responsible for Monitoring: Teachers, CISs, Assistant principals, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 7, 8, 9</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>PLCs are held weekly to address the components of GRR and Next Generation Balanced Literacy coaching walks. We also include instructional strategies from the Get Better Faster coaching walks.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Our ESL teachers and interventionists attend PLC to help support classroom teachers with difficult areas and to provide suggestions when working with specific students. PLCs are also used to review data protocols.</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: The Curriculum Instructional Specialists will be used to strengthen the instructional core. They will be used to provide model teaching, coaching of lessons, and planning for instruction and interventions. The CISs will support the new teachers by providing a mentor and mentoring opportunities. They will observe teachers on a regular basis to support the implementation of research-based strategies and resources while designing lessons. Teachers will be supported by CISs in understanding, accessing, and implementing curriculum and assessments.</p> <p>Strategy's Expected Result/Impact: Increase the retention of teachers. Increase student achievement across all content areas.</p> <p>Staff Responsible for Monitoring: Administrators CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>The CISs consistently conduct coaching walks to help strengthen the instructional core of our new teachers. The CISs have also set up campus visits for new teachers.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Our CISs continue to provide coaching walks, phonics refreshers, and reteaching of concepts to staff. The CISs observe new teachers to provide instructional guidance. They also ensure the mentor/mentee relationships are effective.</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: Campus leadership will attend conferences or workshops, both in and out of the district, to build our leadership capacity in the areas of coaching and supporting literacy, math, and science instruction.</p> <p>Strategy's Expected Result/Impact: Improved instruction will lead to higher student achievement on CUA, MAP, and STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administrators CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 7, 8, 9 - School Processes & Programs 1, 2, 3</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Campus leadership has attended PLC and PD for the implementation of the Get Better Faster coaching to support teachers in the core subject areas.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Campus leadership has been registered for the TEPsA conference to learn and grow as a team. Our CIS is attending the Lead4ward conference in Feb.</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: Teachers will attend conferences, both in and outside of the district, that will increase student achievement and are based on student needs in reading, writing, math, and science including ESL teachers and special education staff.</p> <p>Strategy's Expected Result/Impact: Increase student achievement as a result of professional development.</p> <p>Staff Responsible for Monitoring: Admin and SBDM</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div>November Evidence of Progress</div> <div>Our GT teachers have attended a conference to support the academic and emotional needs of GT and high-achieving students. Other conferences are planned.</div> </div> <div> <div>Jan</div> <div>  <div>70%</div> </div> <div>January Evidence of Progress</div> <div>Our ESL teachers attended a conference to support their instructional capacity.</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> </div> <div>No Progress</div> </div> <div> <div>  <div>100%</div> </div> <div>Accomplished</div> </div> <div> <div>  </div> <div>Continue/Modify</div> </div> <div> <div>  </div> <div>Discontinue</div> </div>	





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










Performance Objective 1: By May 2024, Saegert Elementary will experience a 10% increase in the participation of parents in school-sponsored parent involvement activities (volunteering, parent learning opportunities, student events).

Evaluation Data Sources: Volunteer Hours, Parent Sign-in sheets, Parent surveys, Parent involvement report

Strategy 1 Details	Reviews
<p>Strategy 1: The parent liaison will work to unite parents and community members with the school family. Parent liaison will compile parent newsletters to be sent home on a regular basis to keep families informed about school events and student learning.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and feeling of connection to the campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 1, 2</p>	<div><div>Nov</div><div><div>40%</div></div><div>November Evidence of Progress</div><div>We have had several parent and family events. The parent liaison works to disseminate the information to our community. The teachers would like the information to go out to parents sooner.</div></div> <div><div>Jan</div><div><div>65%</div></div><div>January Evidence of Progress</div><div>Since November, we have invited our school community to observe our students waltz, share their musical talents, and participate in Have a Ball night.</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: Saegert will provide community participation programs such as Curriculum Nights and the Science Fair. Parenting sessions will be provided to include parent academies, Little Stallions, STAAR informational sessions, parent outreach, and training activities.</p> <p>Strategy's Expected Result/Impact: Increased parent knowledge of standards, test-taking strategies, and STAAR expectations will increase student achievement in all content areas. Pre-school-aged children will develop strong early literacy skills prior to entering school as a result of Little Stallions.</p> <p>Staff Responsible for Monitoring: Principal CIS Teachers Liaison</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Saegert has hosted a math/reading night, Title 3 night for Dyslexia and ESL students. The parent liaison regularly hosts Little Stallions.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>This month we hosted a STAAR informational meeting for parents and our Lil' Stallions program.</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: Saegert will host a Parent/Family event for our EB students focused on core academic skills in literacy. Activities will be focused on ways that parents can help their child at home with academic skills.</p> <p>Strategy's Expected Result/Impact: Increased ELL student achievement in all literacy areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: Parent Liaison, ELL teacher, admin</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 8</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>Our ESL teachers hosted the Title 3 EB night to engage parents and students in strategies to support academic growth in literacy.</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 4 Details	Reviews
<p>Strategy 4: Staff will maintain an online platform as a means of information and communication for parents. Weekly folders and/or agendas will also be utilized as a form of communication.</p> <p>Strategy's Expected Result/Impact: Increase parents' awareness of campus events and connection to campus and teacher.</p> <p>Staff Responsible for Monitoring: Teachers CIS Admin</p> <p>Problem Statements: Perceptions 1, 2</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div>November Evidence of Progress</div> <div>Planners go home daily. Each student takes home a Wednesday folder to communicate campus and classroom events, grades, and other information. Teachers also use Remind, Class Dojo, Schoology, and email to communicate with parents.</div> </div> <div> <div>Jan</div> <div>  <div>70%</div> </div> <div>January Evidence of Progress</div> <div>Teachers continue to communicate with parents through Dojo, Remind, Schoology, and Wednesday folders. We send a parent newsletter home each month to help keep parents informed of campus events.</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: Create and administer a BOY and EOY survey to gain parent feedback on school performance and active communication.</p> <p>Strategy's Expected Result/Impact: Increase in results from BOY Survey to EOY Survey results</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	<div> <div>Nov</div> <div>  <div>50%</div> </div> <div>November Evidence of Progress</div> <div>A BOY survey was sent out to parents in Sept. Information gathered was shared with staff. We have increased parent involvement based on the feedback.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>We have not conducted the EOY survey at this time.</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: 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 website, 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 2</p>	<p>Nov  November Evidence of Progress The PFEA and HSC were included in the Parent Handbook for the 23-24 school after the revision was completed based off of feedback from parents during the spring of 2023. Parent/Teacher conferences were hosted in Oct.</p> <p>Jan  January Evidence of Progress We have not held the meetings to review our PFEA and HCS with all stakeholders.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	<p>Nov  November Evidence of Progress The annual Title 1 meetings were held before our Open House in September and the following morning. Information from the parent survey was shared, along with information about campus data, and the curriculum.</p> <p>Jan  January Evidence of Progress</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 1: During the 2023-24 school year, student engagement will increase as evidenced by a 98% attendance rate and a 10% reduction in office referrals.





Evaluation Data Sources: Attendance records
Discipline logs








Strategy 1 Details	Reviews
<p>Strategy 1: Counselors will attend the state counselor conference to learn new researched based ways to provide proactive behavioral measures in the classroom to reduce behavior concerns and students' time out of the classroom. Counselors will provide social skills lessons to improve student's social skills and help social skills improvement.</p> <p>Strategy's Expected Result/Impact: Reduced Referrals Increase positive student interactions and improvement in social skills.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 2</p>	<div><div>Nov</div><div><div>50%</div></div><div>November Evidence of Progress</div><div>The counselors have planned to attend two conferences. They attended the first conference in December. The second conference will be held in February. The counseling team provides lessons that focus on social skills.</div></div> <div><div>Jan</div><div><div>65%</div></div><div>January Evidence of Progress</div><div>Our counselors are not able to attend the February conference and are now scheduled to attend a conference in July. The counseling team provides lessons based on data shared from the weekly discipline report.</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: Saegert will provide an area for on-campus learning for students who disrupt the learning environment or violate classroom, campus, and/or district behavioral expectations. Incentives will be rewarded to students periodically for demonstrating positive behavior. The Campus Conduct Committee will periodically review discipline and attendance data and continue with proactive measures to decrease the number of referrals.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals. Reduction of students assigned ISS.</p> <p>Staff Responsible for Monitoring: Admin Teachers Counselors Campus Conduct Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div>November Evidence of Progress</div> <div>Currently, we have one counseling office that has items set up to help de-escalate students. Students with good behavior in the cafeteria can earn rewards for their behavior. In the classroom, students without referrals are invited to a monthly/quarterly block party. We have implemented the use of short forms to help reduce the number of referrals students earn. Discipline data is reviewed in CCC and during leadership meetings.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>The short forms have helped decrease some of the repetitive misconduct occurring in classrooms. We are down in our referral count compared to the 22-23 school year.</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: Teachers will select students who exemplify the month's character trait to be recognized by our Saegert Super Stallion program. Teachers will select student work that exemplifies high academic standards and engagement in classroom learning to be awarded the Golden Pencil.</p> <p>Strategy's Expected Result/Impact: Reduced Office Referrals Build student confidence and engagement in daily lessons</p> <p>Staff Responsible for Monitoring: Counselors and Teacher</p> <p>Problem Statements: School Processes & Programs 1</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div>November Evidence of Progress</div> <div>Teachers select students who exemplify the monthly character trait and earn an invitation to the monthly Super Stallion Luncheon.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>We are continuing with the monthly character trait and Super Stallion Luncheon. We have incorporated the You Nailed It award for students who show improvement and/or growth...not just those who always earn As.</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: Students will earn points each day by following school-wide expectations. The points are accumulated to earn the privilege to attend monthly block parties.</p> <p>Strategy's Expected Result/Impact: Decrease in student discipline referrals and disruptive behaviors.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Students earn points in their planners at the end of each day based on their behavior in class. These points are added together to determine participation in the block party.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Teachers have continued with this process. Students have earned Block Parties as an incentive for good behavior. 5th grade celebrated at the end of the 1st semester with a dance for those students who were in attendance, did not receive tardies, and did not earn office referrals.</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: Welcome postcards are sent to students prior to the start of the school year to welcome students to the class. Continued positive communication will be sent periodically throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased attendance Parent Survey Results</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Postcards welcoming students to Saegert were sent out before the first day of school. There is also a system in place for teachers to submit student names for positive phone calls home from the office.</div> </div> <div> <div>Jan</div> <div>  75% </div> <div>January Evidence of Progress</div> <div>We have continued with our positive phone calls. Teachers submit student names on a form and the administrators make calls home. We also give positive shout-outs to students that go above and beyond to help our campus.</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: STUCO Classroom Representatives have the role of "Saegert Ambassadors." When a new student arrives in classrooms, the STUCO Class Representative welcomes the new student and shows them the 'Stallion way.' The mission of this program is to help new Stallions feel welcomed to our school. Student Council Officers will meet with Student Council sponsors monthly for Leadership lunches to plan meetings and discuss student concerns.</p> <p>Strategy's Expected Result/Impact: Monthly Meeting Calendar</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Problem Statements: School Processes & Programs 1</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div>November Evidence of Progress</div> <div>Our StuCo meets regularly and engages in activities to support the needs of the campus. Currently, our Student Council volunteers in the cafeteria before school. When the temperatures are warmer, they will help with opening doors for the car riders.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>StuCo students continue to help with outside duty and breakfast duty. They also helped the librarian prepare for a presenter by filling bags with supplies.</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 7 Details	Reviews
<p>Strategy 7: Saegert will host campus-wide activities throughout the school year to promote a culture of respect, safety, and healthy choices including No Place for Hate, Red Ribbon Week, Career/College Day, Jump Rope for Heart, Fitnessgram, and No Name-Calling Week.</p> <p>Strategy's Expected Result/Impact: Increase the number of students that feel safe on campus. Reduce the number of behavior referrals. Reduce the number of bullying incidents. Increase healthy choices and provide opportunities for students to be active.</p> <p>Staff Responsible for Monitoring: Counselors Administrators Master Schedule</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div>November Evidence of Progress</div> <div>Saegert has hosted several events to promote a culture of respect, safety, and health. We hosted a curriculum night, open house, lunch with students, Red Ribbon Week activities, and No Place for Hate events.</div> </div> <div> <div>Jan</div> <div>  <div>60%</div> </div> <div>January Evidence of Progress</div> <div>Saegert recently hosted our No Place for Hate No Name Calling week. The students participated in dress-up days and the counselors shared information on strategies for being kind. We also had students from Saegert sign a Stallions poster that will be cut into pieces and traded with other elementary schools to show unity.</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 8 Details	Reviews
<p>Strategy 8: Saegert will implement Restorative Practices to strengthen students' connections to both staff and other students. Morning Meetings will be conducted daily in all classrooms to build relationships and create a positive classroom climate. Teachers welcome students every morning by name and an individual greeting.</p> <p>Strategy's Expected Result/Impact: Reduced Office Referrals and Reduced Counseling Referrals</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Saegert began the year by creating treatment agreements in each class. Teachers refer back to the agreements regularly to remind students about the respectful nature of the class. Teachers greet students each morning and are encouraged to have them call students by name and give an individual greeting. Our new teachers had a brief training this summer. More training would be helpful for consistency.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>One of our APs held a refresher training on Restorative Practices during a GLL meeting. The teachers were to take the information back to their grade-level teams. We will continue to encourage positive behaviors through relationship building.</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: All classes are invited to visit our Functional Skills classrooms to get to know understand the students' difference and similarities.</p> <p>Strategy's Expected Result/Impact: Increase student knowledge of individual differences.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Classes are invited to the Functional Skills classrooms. These students also join in specials for integration and understanding of students with differences. The Functional Skills students could participate in the waltzing program in PE. The teachers brought the students to the gym and moved their chairs around as the music played.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>Students are invited to visit the FS classes. Some of our FS students venture to other classrooms when they are feeling up to it.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>









Strategy 10 Details	Reviews
<p>Strategy 10: Classroom teachers will develop and submit a classroom management plan that will be shared with students and families. Students will be provided student code of conduct cards for grades Pk-5th.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals. Decrease in the number of ISS assignments.</p> <p>Staff Responsible for Monitoring: Admin Teachers Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1, 3</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>Student Code of Conduct cards were completed at the beginning of the school year. Each teacher created a classroom management plan and shared it with the students and parents at Meet the Teacher night.</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>
<div> <div>  0% </div> <div>No Progress</div> <div>  100% </div> <div>Accomplished</div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	

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

Performance Objective 1: During the 2023-24 school year, Saegert will effectively manage resources and operations 100% of the time so that student and staff learning is maximized. All instructional personnel will provide interventions utilizing an inclusion model during focused intervention time for students.

Evaluation Data Sources: 80% of all students in grades pre-k through 5th will be developed or advanced on universal screenings or scoring a met expectation or advanced on STAAR. Budget records.









Strategy 1 Details	Reviews
Strategy 1: SBDM will meet 6 times throughout the year to review and discuss the CIP. Strategy's Expected Result/Impact: Meeting Agendas Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 1 - Perceptions 2	<div><div>Nov</div><div><div><div></div><div>30%</div></div></div><div>November Evidence of Progress</div><div>SBDM has met 2 times. We have four more meetings scheduled for the remainder of the school year.</div></div> <div><div>Jan</div><div><div><div></div><div>50%</div></div></div><div>January Evidence of Progress</div><div>SBDM has met 3 times to review the CIP and campus data.</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: The master schedule facilitates time on instruction 1 hr of daily intervention and provides a focused time for interventionists to work with students. A campus momentum plan will be developed collaboratively and will outline a cohesive year-long professional development plan to address the district-wide problem of practice. The focus of our momentum plan learning for this year will be:</p> <ul style="list-style-type: none"> * the alignment of task and target * students tracking progress & * celebrating success <p>In addition to possible district-sponsored Coaching Walks, the campus leadership team will lead at least 1 internal round each semester.</p> <p>Strategy's Expected Result/Impact: Walkthroughs Formal observations</p> <p>Staff Responsible for Monitoring: Principals APs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 7 - School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  40% </div> <div> November Evidence of Progress The campus has one interventionist who works with students based on their needs. The master schedule is designed so that grades 1-5 have an hour set aside for interventions. During this time there is no new content taught. </div> </div> <div> <div>Jan</div> <div>  60% </div> <div> January Evidence of Progress The campus has hired another interventionist to support our students during the intervention block. </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: The principal and the principal's secretary will be good stewards of the fiscal management of resources.</p> <p>Strategy's Expected Result/Impact: Successful audit, and student growth due to effective lesson planning and resources aligned to the learning targets.</p> <p>Staff Responsible for Monitoring: Principal, Principal's secretary</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2</p>	<div> <div>Nov</div> <div>  35% </div> <div> November Evidence of Progress The principal and principal's secretary planned for the Empowering Writers foundational PD to support teachers. Materials have been ordered and will continue to be ordered based on need. </div> </div> <div> <div>Jan</div> <div>  50% </div> <div> January Evidence of Progress The principal and the principal's secretary continue to allocate money for items addressed in the CIP that support student learning. </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>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

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

Performance Objective 2: By the end of the school year 2023-24, technology integration will be evident in 95% of classrooms.

Evaluation Data Sources: STAR Evaluation completed by teachers, sign-in sheets.

Strategy 1 Details	Reviews
<p>Strategy 1: The technology lab and mobile lab schedules ensure all classes have access to technology. These labs offer support for academic differentiation in math, reading, and science.</p> <p>Strategy's Expected Result/Impact: Staff and students' technology capacity will increase to integrate use of technology within learning.</p> <p>Staff Responsible for Monitoring: CTTSS, CIS Lab Aides</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7, 8, 9 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> Grade levels that are not one-to-one with technology have time scheduled in the computer labs to ensure all students have access to technology.</p> <p>Jan January Evidence of Progress</p> <p> Our 3-5th grade students are now going to the computer lab to work on typing skills during one special block. We have requested more iPads from the district to help increase the one-to-one ratio.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: The CIT will assist teachers in utilizing technology in classrooms by working side-by-side with teachers in classrooms as well as training teachers on technology.</p> <p>Strategy's Expected Result/Impact: Staff and students' technology capacity will increase to integrate use of technology within learning.</p> <p>Staff Responsible for Monitoring: CIT, Admin</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 7</p>	<p>Nov November Evidence of Progress</p> <p> The technologist responds to teacher requests, completes inventory, updates the devices regularly, and troubleshoots when there are issues with computers, projectors, or the internet.</p> <p>Jan January Evidence of Progress</p> <p> Mr. Cooper continues to assist teachers with technology needs. Our technology IA hosts 3-5th grade classrooms each afternoon to support students with their ability to type.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	