

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



Mission Statement

Richard E. Cavazos Elementary School is a diverse community of learners who strives for excellence, values individuality, fosters a passion for learning, promotes the balanced development of mind, body, and character, encourages service, and instills a respect for others.

Vision

Richard E. Cavazos Elementary School will strive to continue to develop life-long learners in a global community. Here, our students will be challenged and taught to their maximum potential for the development of their success.

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Goals





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





Performance Objective 1: Through the implementation of consistent instructional practices that engage learners and provide support through interventions, Cavazos staff will ensure the academic success of all students with the goal of increasing STAAR scores across all content areas by at least 3% by the end of the 2023-2024 school year.

Evaluation Data Sources: CUA's, STAAR, MAPS Data, Writing Samples, Lesson Plans, and Walk-throughs.

Strategy 1 Details	Reviews
<p>Strategy 1: The Campus will administer benchmarks and common assessments throughout the school year in state assessed subject areas using a variety of resources and develop intervention and remediation groups based on the data.</p> <p>Strategy's Expected Result/Impact: Increased scores from initial benchmark to final benchmark</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist Classroom Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 4, 6, 7</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Staff have begun administration and data analysis of benchmark assessments (MAP), District common assessments (CUAs), and grade level common summative assessments</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We are in the 2nd round of benchmark assessments with MAP. District Common assessments are underway and gradelves have determined groups based on 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: Teachers will develop, display and reference learning targets and language objectives as aligned to the TEKS and ELPS throughout the lesson cycle.</p> <p>Strategy's Expected Result/Impact: Increase in 100% alignment between the curriculum, instruction, and assessment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist Classroom Teachers</p> <p>Title I: 2.4, 2.5</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 7</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Walkthrough data supports the need to continue this practice and reinforce the why behind a need for learning objectives and language objectives being posted and articulated frequently. Teacher teams have received training on language objectives.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Teachers have received Professional Development around LT and language objectives. Implementation is evident across 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: Teachers will use the PLC Unit Planning Process to design learning progression charts that are aligned to standards, and include the elements of GRR, high impact evidenced based strategies, and district resources while maximizing student instruction time for all subject areas.</p> <p>Strategy's Expected Result/Impact: Increase in alignment between the assessment and instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist Classroom Teachers</p> <p>Title I: 2.4, 2.5</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 3, 4, 5, 6, 7</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Teacher teams use the planning documents to collaboratively design instruction using the PLC planning process. Grade level teams are in different phases of implementation.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Teacher teams continue to ensure alignment though collaborative PLC teams.</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: During the PLC Unit Planning Process teachers will use backwards design and curriculum documents to include Unit Maps, IFDs and CUAs to provide teacher clarity on the curriculum expectations so teachers can plan for real world connections, differentiation, and enrichment activities.</p> <p>Strategy's Expected Result/Impact: Unit Maps for each grade level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Classroom Teachers</p> <p>Title I: 2.4</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 5, 7 - School Processes & Programs 3</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Curriculum documents are used consistently on campus and backward design of instruction is evident. Enrichment activities are being intentionally designed for during the cheetah pride time.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p>Strategy 5: The Librarian will support all content areas standards though completing Phase III of the genrefication of the library, Easy Non-Fiction Section. Genrefication of the library will support students as they discover new literature, conduct genre studies, and engage in research activities throughout the content areas. The librarian will use language from the standards in interacting with students as they discover new literature.</p> <p>Strategy's Expected Result/Impact: Students and staff will locate library materials more efficiently Students will explore a greater variety of genres Increased MAP and STAAR scores across all grade levels</p> <p>Staff Responsible for Monitoring: Librarian Principal Assistant Principals Campus Instructional Specialist</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Problem Statements: Student Learning 2, 3, 4, 6</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Phase III of the library genrefication is underway.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>Phase III of the library genrefication has been completed.</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: Campus Leadership will conduct regular classroom walk-through observations and coaching observations across all content areas to monitor the implementation of the PLC Unit Planning Process as it relates to instruction.</p> <p>Strategy's Expected Result/Impact: Walk-through Evidence Coaching Walk Evidence</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>The Instructional Leadership Team has been conducting walkthroughs per the district expectations. Coaching walks are ongoing and have started off strong. Formal Observations have begun.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Walkthroughs and Formal Observations are underway.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> <div></div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> <div></div> </div>
Strategy 7 Details	Reviews
<p>Strategy 7: Through the use of one to one devices, students will engage in a variety of technology based lessons and interventions to support learning across the 4 core content areas in particular.</p> <p>The librarian will develop and share Schoology Book Club Templates for grades 3-5. The Librarian will provide Tech Tips for teaching in the monthly newsletter.</p> <p>Strategy's Expected Result/Impact: maximize student learning through the use of technology experiences.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Technologist Campus Instructional Specialist Librarian</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 4, 6</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Classrooms are equipped with one on one devices. Classroom teachers utilize the technology with fidelity for online interventions as well as as for classroom instruction.</div> <div>Monthly Tech Tips have been included in the librarian's newsletter.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Tier 1 interventions are ongoing. Monthly Tech Tips are included, but may not be utilized frequently.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> <div></div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> <div></div> </div>





Strategy 8 Details	Reviews
<p>Strategy 8: Teachers will engage students in spiral review through daily, weekly and monthly practices through the use of district provided resources and campus provided resources.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in Literacy, Math, and Science Benchmark assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers CIS Administrators</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</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7</p>	<div><div>Nov</div><div><div>25%</div></div><div>November Evidence of Progress</div><div>Spiral review materials have been ordered. Teachers are utilizing the district materials, as well as teacher developed materials for sprial review.</div></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div><div>Lonestar Spiral is on going in 2nd-5th grade. Phonics benchmark helps with spiraling phonics.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></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 2: Cavazos staff will increase academic success of all students as measured by STAAR Literacy (reading and writing), where 3rd - 5th grade students meeting standard will increase performance by 3%, where 3rd and 4th grade meets at 65% and 5th grade meets standard at 75%.







Evaluation Data Sources: End of Year STAAR results

Strategy 1 Details	Reviews
<p>Strategy 1: Cavazos Elementary will plan and deliver instruction in writing through campus Initiatives in Grades PK-5. -Revising and editing will be taught in grades K-5. In kindergarten, teachers will model and share revising and editing. In 1st and 2nd grade, students will revise and edit sentences. In 3rd to 5th grade, students will revise and edit sentences, paragraphs, an passages. PK and K students will engage in multiple modalities to increase fine motor skills that assist with handwriting.</p> <p>Strategy's Expected Result/Impact: Increase in literacy STAAR Scores across all grade levels.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5, 6, 7</p>	<div> <div>Nov</div> <div> <div>30%</div> <div> <p>November Evidence of Progress</p> <p>Sentence of the Day is utilized in grades K-1. Teachers embed gevising and editing into their lessons. 5th grade is utilizing the Grammar lesson from Empowering Writers - This is new for the teachers and a tweak to the strategy.</p> </div> </div> </div> <div> <div>Jan</div> <div> <div>50%</div> <div> <p>January Evidence of Progress</p> <p>3rd- 5th grade have access to EW revising and editing resource and use it in the classroom. K-2 have access to sentence of the day. It is utilized in the classrooms. Ongoing professional development around the resource continues. Teacher teams have worked with the EW coach to meet student needs.</p> </div> </div> </div> <div> <div>Mar</div> <div> <div> <p>March Evidence of Progress</p> </div> </div> </div> <div> <div>June</div> <div> <div> <p>June Evidence of Progress</p> </div> </div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: With the support of the CIS, The Campus will utilize the PLC Unit Planning Process for developing literacy lesson plans using the literacy CUA's to guide instruction. Teachers will utilize a balanced approach to literacy instruction at all grade levels through whole group, small group, and digital formats.</p> <p>Strategy's Expected Result/Impact: Increased scores on local and state assessment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 6, 7</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>This strategy is ongoing. Teachers utilize the planning process and district resources to develop lessons that align with the districts approach to literacy. Benchmark Phonics is a district expectation that is carried out in grades K-3.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>This strategy is ongoing. Data supports the need for ongoing collaboration to strengthen Tier 1 instruction for literacy in grades K-2.</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: Campus Leadership will monitor that benchmark assessments are completed with fidelity and used to guide instructional groupings for literacy and reviewed during PLC meetings.</p> <p>Strategy's Expected Result/Impact: Increased scores on RLA, Math, and Science STAAR scores Increased percentage of students who meet EOY projected growth measures on NWEA MAP Math and Reading</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 4, 5, 6</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>The CIS monitored the first benchmark window to ensure all students were assessed. Interim assessments were implemented on campus and data will be discussed in the upcoming PLCs.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We are currently in the 2nd window for MAP. Interim assessments were implemented on campus and data was reviewed.</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 in Grades K-5 will utilize reading and writing across the content areas through the use of the empowering writers resources.</p> <p>Strategy's Expected Result/Impact: Teachers will meet students individual needs. CUA data will reflect student increases in writing proficiency.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Curriculum Instructional Specialist Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5, 6</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Empowering Writers resources are being utilized in grades K-5. Coaching opportunities are happening on campus. Evidence supports the implementation of the resource though the posters on classroom walls, anchor charts and lesson plans.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Empowering Writers is used across campus. Daily use around short constructed response across the content areas is expected in grades 3-5.</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: Cavazos Teachers will plan effective lessons that include differentiation and interventions (Tier 1) for struggling readers (Tier 2&3), and enrichment as needed.</p> <p>*skills-based and/or small group reading will be taught in grades k-5</p> <p>*Research based intervention strategies and/or programs for struggling readers (Istation, LLI, F&P Phonics)</p> <p>*Benchmark assessments will be used to form reading groups</p> <p>Strategy's Expected Result/Impact: Increase in student achievement due to rigorous first time instruction, accurately leveled student groups, and student specific targeted interventions.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 5</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>RTI interventions began early in the year, and have been revisited at least once a month. Skill based groups for writing in 4th and 5th grade will be discussed at an upcoming PLC.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>RTI interventions are well underway. Teams are currently diving into the 10 week intervention plan leading up to STAAR.</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 librarian will support the development of a mentor text library in the literacy library complete with guided lessons and multiple text to use to teach the reading strategies.</p> <p>During PLCs, teachers will engage with the lessons and the texts as they plan for literacy instruction; Intentional connections will be made to Benchmark Phonics, Empowering Writers and Comprehension Toolkit.</p> <p>Strategy's Expected Result/Impact: Increased STAAR and CUA scores</p> <p>Staff Responsible for Monitoring: Librarian Campus Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Problem Statements: Demographics 2 - Student Learning 4, 6</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Mentor text is discussed though Empowering Writers, supported by the librarian and the CIS.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Mentor texts have been purchased. Through PLCs and PD, these text selections are bought forward in the planning process. Teachers have the ability to sign these texts out for use in their classrooms.</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: Campus leadership, the Librarian, and Teachers will encourage a literacy rich environment at school and in the home by providing students with access to literature in both physical and virtual formats. Activities such as:</p> <ul style="list-style-type: none"> - Reading Contests through the library such as "Reader Zone" 40 book reading challenge, the 2x2 book challenge, and Bluebonnet challenge will encourage students and families to read. - The Librarian will create Campus Story Walks. - The Librarian will collaborate with "Keep Nolanville Beautiful" to create a Community Story Walk at the local park. - The campus will celebrate World Read Aloud Day, DEAR Day, Read Across America, and Poem in My Pocket Day. - Teachers will create a literacy rich environment through the use of various forms of literature during literacy instruction. - Teachers will encourage students to complete research using both physical and virtual forms of literacy. <p>Strategy's Expected Result/Impact: Increase in STAAR scores, CUAs and MAP scores Reader Zone book logs</p> <p>Staff Responsible for Monitoring: Librarian Principal Assistant Principals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math -</p> <p>Problem Statements: Demographics 2 - Student Learning 4, 5, 6</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Reader zone has been in effect. Campus Story walks are up and running. The librarian has posted the 3rd story walk. Physical and virtual forms of literacy have been purchased for classrooms to include Science studies weekly and others.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>The reader zone challenge is well underway. Staff and students alike have joined and are working toward earning their badges. Several Story Walks have been posted around the school. Plans for World Read Aloud day are underway.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div>  0% No Progress </div> <div>  100% 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: Cavazos staff will increase academic success of all students as measured by STAAR Math, where 3rd - 5th grade students meeting standard will increase performance by 3%, where 3rd 60% and 4th grade meets at 57% and 5th grade meets standard at 72%.

Evaluation Data Sources: End of year STAAR results grade 3-5, CUAs

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will implement with consistency and fidelity math components as strategies that include: focused reasoning, problem solving, mathematical representations, and conceptual understanding.</p> <p>Strategy's Expected Result/Impact: Increased STAAR, MAP scores. Consistent improvement of CUA scores.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist Classroom Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5, 7</p>	<div><div>Nov</div><div><div>30%</div></div><div>November Evidence of Progress</div><div>This strategy is ongoing.</div></div> <div><div>Jan</div><div><div>45%</div></div><div>January Evidence of Progress</div><div>ST Math, Use of manipulative,s problemsolving</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: With the support of the CIS, Math teachers will integrate literacy as appropriate to support the integration of varied response strategies.</p> <p>Strategy's Expected Result/Impact: Increase in Math CUA, Map, and STAAR scores</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialist Principal Assistant Principals</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5, 7</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Literature has been purchased for this purpose.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Books are available teachers are able to pull them for classroom use.</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 across all grade levels will design and deliver lessons that require students to use manipulatives to create concrete models prior to moving to visual representations, then move to abstract representations.</p> <p>Strategy's Expected Result/Impact: Increase in students' foundational math skills Increase in CUA, Map, and STAAR Math scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist Classroom Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5, 7</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Manipulatives are being purchased. During PLCs, and PD, discussions about how to utilize manipulatives have been made.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>Teachers use manipulatives during math instruction. There is a need to coach individual teachers and individual PLCs around the use of manipulatives during math 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>









Strategy 4 Details	Reviews
<p>Strategy 4: Through the PLC, opportunities to embed process standards within lessons will be determined.</p> <p>Strategy's Expected Result/Impact: Increased ability of students to show mathematical understanding in problem solving situations. Increased scores on Math CUA, MAP, and STAAR assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist Classroom Teachers</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5, 6, 7</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>While PLCs have been launched and some have had to do with Math. Particular plcs around the process standards have not been discussed.</div> </div> <div> <div>Jan</div> <div>  </div> <div>January Evidence of Progress</div> <div>Teachers look for opportunities to address process standards within their lessons. Based on Interim data, the campus focus has shifted to the readiness standards.</div> </div> <div> <div>Mar</div> <div>  </div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div>  0% No Progress </div> <div>  100% 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 4: Cavazos staff will increase academic success of all students as measured by STAAR Science, where student scores in 5th grade will increase by 10% by the end of the 2023-2024 school year.

Evaluation Data Sources: CUA's, MAP scores, and end of the year 5th Grade STAAR results.

Strategy 1 Details	Reviews
<p>Strategy 1: Cavazos Elementary will provide hands on experiments in science to support the TEKS in Grades PK-5. In an effort to provide more hands on experiments for all students, grade level teams will have the opportunity to use the second lab or traveling labs. A digital sign up will be implemented across campus to facilitate use. This will allow administrators to monitor instruction in the lab through walkthroughs and coaching visits.</p> <p>Strategy's Expected Result/Impact: Participation in Science Olympiad Event and increased science scores on STAAR</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Science Committee</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 5, 7</p>	<div><div>Nov</div><div><div>45%</div></div><div>November Evidence of Progress</div><div>Sign ups for the labs have been developed. Labs are currently in use. Materials continue to be purchased as needed.</div></div> <div><div>Jan</div><div><div>60%</div></div><div>January Evidence of Progress</div><div>Teachers are able to use the downstairs labs.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>




Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will implement critical thinking in all science lessons. Teachers will embed literacy TEKS into science to support cross curricular student content knowledge and to support integration of varied response strategies.</p> <p>Strategy's Expected Result/Impact: Increased scores in STAAR Science and science benchmark assessments in all grade levels.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus instructional Specialist Principal Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 5, 7</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Though Empowering Writers Coaching, discussions around the use of Science source text have been had.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>Teachers use a variety of responses during science lessons, students are engaged in hands on experiences, projects and online activities.</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 plan science lessons that include field based instruction and provide opportunities for students to reflect on their learning from those experiences. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.</p> <p>Strategy's Expected Result/Impact: Increase STAAR Scores in science</p> <p>Staff Responsible for Monitoring: Teachers CIS Principal</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3, 7</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Field based experiences have been planned. 1 field trip has occurred and 2 others are in the planning phase.</div> </div> <div> <div>Jan</div> <div>  75% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% No Progress </div> <div>  100% 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 5: By the end of the 2023-2024 school year, Cavazos' provide appropriate interventions to all students so special education, At-Risk, economically disadvantaged, and Emergent Bilingual (EB or EL) students scores will increase by 10% a year over the next 3 years.







Evaluation Data Sources: Common assessments, CUA's, end of year STAAR results in grades 3-5 and MAPS scores.

Strategy 1 Details	Reviews
<p>Strategy 1: The campus will provide Tier I, II, and III interventions during Cheetah Pride Time for Kinder to 5th grade students identified as in need of assistance in all content areas. Intervention aides will provide intervention services for at risk students under the direct supervision of a certified teacher.</p> <p>Strategy's Expected Result/Impact: Increase in learning for those students who struggle as evidenced in MAP scores and student meeting projected growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Dyslexia Teacher English as a Second Language Teacher Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 5, 6, 7</p>	<div><div>Nov</div><div><div>35%</div></div><div>November Evidence of Progress</div><div>Interventions and RTI Meetings are on going. Intervention Aides support student learning through the use of small group instruction, using campus and district resrouces. Training has been provided around STMath Math chats, and istation lessons.</div></div> <div><div>Jan</div><div><div>45%</div></div><div>January Evidence of Progress</div><div>Interventions have been ongoing. IAs continue to support classroom teachers and work under the direct supervision of the classroom teacher. teachers provide materials and support IAs in their delivery of 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>

Strategy 2 Details	Reviews
<p>Strategy 2: With the support of the campus instructional specialist, The RtI team will meet to design intervention plans, monitor progress, and implement the RtI continuum of interventions. The RTI team will develop goals for individual student needs as part of the RTI process. (October)</p> <p>Strategy's Expected Result/Impact: SSP documentation will support academic growth and fidelity of implementation of the interventions.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Curriculum Instructional Specialist Counselor Social Emotional Learning Specialist Intervention Team Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 5</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>The RTI team meets monthly. Student goals are set to support their needs.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>The RTI team continues to meet regularly, revise goals, and provide supports as needed.</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: EL teacher will participate in quarterly PLCs to assist classroom teachers in the full implementation of the ELPS while providing students with English language learning opportunities. As Emergent Bilingual students learn to speak, read and write English, the EL teacher will assist classroom teachers to increase the rigor of student work.</p> <p>Strategy's Expected Result/Impact: Increased local and state assessment scores. (MAPS, TELPAS, STAAR)</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Curriculum Instructional Specialist English as a Second Language Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 3</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> <div>EB teachers have not participated in PLCs yet.</div> </div> <div> <div>Jan</div> <div>  20% </div> <div>January Evidence of Progress</div> <div>have attended 1 PLC.</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 English as a Second Language teacher will provide Emergent Bilingual students with small group instruction. The teacher will provide explicit instruction the four language domains - reading, writing, speaking, and listening - through the use of small group instruction, the SummitK12 online platform, explicit vocabulary instruction, and the implementation of Language Objectives based on the English Language Proficiency Standards.</p> <p>Strategy's Expected Result/Impact: Increased scores on local and state assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals English as a Second Language Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 3</p>	<div> <div>Nov</div> <div>  35% </div> <div> November Evidence of Progress Small group instruction for EB students is underway. The EB teachers use Summit K12 to support Reading, Writing, Speaking and listening domains. Language objective training has been provided to all campus staff, and are posted in classrooms where EB students participate. </div> </div> <div> <div>Jan</div> <div>  50% </div> <div> January Evidence of Progress The ESL teacher supports students in small group. Students are working though the Summit K12 platform. </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: Intervention and special education teams will meet each progress report and report card reporting period to monitor student progress.</p> <p>Strategy's Expected Result/Impact: Increased student progress as documented in intervention folders</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Curriculum Instructional Specialist Intervention Staff Special Education Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3</p>	<div> <div>Nov</div> <div>  20% </div> <div> November Evidence of Progress The SPED Team has met 2 times. There is a need to meet with the interventionist. To discuss student progress. </div> </div> <div> <div>Jan</div> <div>  35% </div> <div> January Evidence of Progress The SPED Team has met monthly. There is a need to have more frequent checkins before ARDS or staffings as needed for individual 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 6 Details	Reviews
<p>Strategy 6: The campus will hold classes for parents of Emergent Bilingual students that provide them with the skills needed to help their students succeed academically.</p> <p>- Vocabulary and story telling</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS scores in the four assessed domains.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals English as a Second Language Teachers Parent Liaison</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Perceptions 2</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>1 EB parent training was scheduled. No parents were in attendance. It has been rescheduled for Dec. 9.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 7 Details	Reviews
<p>Strategy 7: The campus will advertise the contact information of Spanish speaking staff members that parents can reach out to when they have questions. Opportunities for parents to engage with content/ homework support in a risk free environment will be provided.</p> <p>Strategy's Expected Result/Impact: Increased participation in Parent Engagement activities</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Parent Liaison Campus Instructional Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>While spanish speaking staff is available, their names have not made it into the parent newsletter. this will be added to the December Newsletter.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>This has been added to future newsletters.</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: Teachers and Aides will provide tutoring and instructional support to struggling students and to those experiencing learning gaps.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Tutoring has begun on campus and students are benefiting from this support.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Tutoring is on going. The campus is implementing its 10 week intervention plan.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% </div> <div>No Progress</div> </div> <div> <div>  100% </div> <div>Accomplished</div> </div> <div> <div>  </div> <div>Continue/Modify</div> </div> <div> <div>  </div> <div>Discontinue</div> </div>	

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

Performance Objective 6: By the end of the 2023-2024 school year, Cavazos' GT students will achieve 100% passing score on the Science STAAR tests and increase Literacy and Math scores to 100% mastery.

Evaluation Data Sources: All STAAR results




Strategy 1 Details	Reviews
<p>Strategy 1: The Campus CIS will provide professional development to teachers on the nature and needs of gifted students and differentiated activities/strategies to support gifted students (a minimum of Once each 9 weeks).</p> <p>Strategy's Expected Result/Impact: All GT students will score in the 90th percentile on MAPS and Mastery on the STARR test.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialist Gifted and Talented Certified Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4</p>	<div><div>Nov</div><div><div>30%</div></div><div>November Evidence of Progress</div><div>2 GT PDs have been provided.</div></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div><div>The CIS provides monthly PD for GT teachers. This is an ongoing strategy. Teachers utilize the resources provided to deliver enrichment lessons to their students.</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 provide differentiated activities/strategies during intervention time for GT students to include the completion of the TPSP. Enrichment and accelerated materials will be purchased to support the needs of students in the GT classroom / Enrichment Lab.</p> <p>Strategy's Expected Result/Impact: All GT students will score in the 90th percentile on MAPS and Mastery on the STARR test.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Curriculum Instructional Specialist Counselor Social Emotional Learning Specialist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>The enrichment lab is open, grade level teams have selected students for enrichment, and students are beginning to work on their GT experiences.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>The enrichment lab is in full swing. GT identified students have access to Renzuli, and work on their GT projects during this time. RLA, Math, Sci, and SS are incorporated.</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 counselors will support GT students with social emotional learning needs through monthly lessons.</p> <p>Strategy's Expected Result/Impact: All GT students will score in the 90th percentile on MAPS and Mastery on the STARR test.</p> <p>Staff Responsible for Monitoring: Principal Counselor Social Emotional Learning Specialist Campus Instructional Specialist Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Perceptions 1</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>The Counselors have begun providing these opportunities.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>The counselors meet monthly with the GT students, to work with the social emotional needs. As more students are identified, they will start the enrichment time that is specifically designed for them.</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 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 7: Cavazos staff will develop engaging learning opportunities to foster future-ready students, with the goal of increasing STAAR scores across all content areas by at least 3% by the end of the 2023-2024 school year.

Evaluation Data Sources: All STAAR results, retention rates

Strategy 1 Details	Reviews	
<p>Strategy 1: The campus will schedule a school-wide "No Child Left Inside Day" at which students will participate in hands-on academic activities involving the 4 core subjects. A majority of instruction will take place outside of the school. (spring)</p> <p>Strategy's Expected Result/Impact: Increased staff and student engagement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor Social Emotional Learning Specialist Curriculum Instructional Specialist Classroom Teachers Instructional Aides</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 4</p>	Nov	November Evidence of Progress
		No child left inside was completed.
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
		
	June	June Evidence of Progress






Strategy 2 Details	Reviews
<p>Strategy 2: The campus will host a Campus wide science fair in conjunction with family science night in the fall. PK-1st grade student will complete one science fair project as a class. 2nd grade students will complete science fair projects in small groups of 3-5 students. Grades 3-5 will complete science fair projects individually.</p> <p>Strategy's Expected Result/Impact: Increased MAP growth and Science Scores across campus. Staff Responsible for Monitoring: Campus Instructional Specialist Classroom Teachers Science Committee</p> <p>Title I: 2.4, 2.5, 4.2 Problem Statements: Student Learning 3, 5, 7</p>	<p>Nov November Evidence of Progress  Science fair project boards have been distributed, more have been ordered. Students have begun working on these for the science fair.</p> <p>Jan January Evidence of Progress  Postponed til Feb 5.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Through the use of one-on-one devices and updated classroom devices, students will engage in enrichment, extension and differentiated learning activities across the core content areas to prepare them to use technology as a learning tool for future readiness.</p> <p>Strategy's Expected Result/Impact: Increased student engagement increased student achievement Staff Responsible for Monitoring: Classroom Teachers Campus Technologist</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress  One-on-one devices are available and in use on campus.</p> <p>Jan January Evidence of Progress  While time is limited, studnets have access to one on one deivices, Technology is used across content areas with some constency.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	




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







Performance Objective 1: By the end of the 2023-2024 school year, 100% of the professional staff will attend a minimum of 5 professional development sessions on or off-campus to build teacher clarity and collective teacher efficacy.

Evaluation Data Sources: Teachers present their learning to the campus as documented within staff meeting or early out agendas. professional development transcripts.

Strategy 1 Details	Reviews
<p>Strategy 1: The campus will increase instructional capacity of staff by attending professional development activities that focus on ELAR, ELPS, Math, Science, Social Studies, Interventions and Technology. The professional development will focus on brain-based learning, academic language, effective curriculum delivery, effective interventions, and cultural connections.</p> <p>Strategy's Expected Result/Impact: Staff members will present the learning gained from the professional development that was attended at staff meetings to benefit other members of the learning community.</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialist Assistant Principals Site Based Decision Making Committee Classroom Teachers Instructional Assistants</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 2, 3, 4, 5, 6</p>	<div><div>Nov</div><div><div></div><div>20%</div></div><div>November Evidence of Progress</div><div>Professional development activities are ongoing. 2 sessions of empowering writers have been in effect.</div></div> <div><div>Jan</div><div><div></div><div>50%</div></div><div>January Evidence of Progress</div><div>Teachers have attended several PD offering to include on campus and off campus activities. Empowering writers coaching, Istation PD, ABA trainings, They are signed up for additional Lead 4 Ward trainings.</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: The campus technologist will provide professional, as needed, training on the use of technology to assist the reinforcement, enrichment, and expansion of student learning in the four core subjects during monthly staff meetings.</p> <p>Strategy's Expected Result/Impact: Increased effective use of technology by teachers and students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Technologist Classroom Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>This is occurring through PLCS with the CIS and Principal.</div> </div> <div> <div>Jan</div> <div>  </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>  </div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: The campus technologist will provide professional development for teachers in the use of interactive whiteboards, online resources, iPads etc. to support instruction.</p> <p>Strategy's Expected Result/Impact: Maximize student learning and teacher effectiveness.</p> <p>Staff Responsible for Monitoring: Principal, Site Based Decision Making Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Problem Statements: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>The campus tech has provided necessary PD.training about document cameras was provided. PD will have to be scheduled when the new projectors arrive.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>The campus tech has provided one on one support to teachers around the new projectors that were installed. This support was provided as needed.</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 librarian will provide campus professional development on the use of online resources that support instruction and provide teachers with quarterly after school professional development during staff meetings.</p> <p>Strategy's Expected Result/Impact: Increased use of online learning resources.</p> <p>Staff Responsible for Monitoring: Librarian Campus Technologist Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Problem Statements: Demographics 2 - Student Learning 4, 6 - School Processes & Programs 3</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> <div>These are in the planning phases.</div> </div> <div> <div>Jan</div> <div></div> <div>January Evidence of Progress</div> <div>During staff meetings, the librarian has provided quick PDs to teachers around the new library resources. She provides additional PD in the Library newsletter.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> <div></div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> <div></div> </div>
Strategy 5 Details	Reviews
<p>Strategy 5: Teachers will use full day PLCs to plan standards-based aligned instruction utilizing district designed processes to build teacher clarity about the TEKS, develop Gradual Release of Responsibility lessons and assessments in reading, math, writing, and science.</p> <p>Strategy's Expected Result/Impact: Increased STAAR and CUA Scores in all assessed content areas and increased percentage of students meeting their NWEA MAP projected growth measure at EOY on all assessed content areas</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6, 7</p>	<div> <div>Nov</div> <div></div> <div>November Evidence of Progress</div> <div>Our first full day PLCS were implemented. Special programs teachers are next.</div> </div> <div> <div>Jan</div> <div></div> <div>January Evidence of Progress</div> <div>Special Programs teachers had Full Day PD experiences as well.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> <div></div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> <div></div> </div>



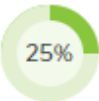

Strategy 6 Details	Reviews
<p>Strategy 6: Teachers with 1-3 years of experience will be invited to monthly new teacher meetings. They will be provided with professional development by the campus instructional specialist. Fund a .5 FTE Campus Instructional Specialist to ensure new teachers are provided with support.</p> <p>Strategy's Expected Result/Impact: 90% Teacher retention at the end of the school year.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialist Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Problem Statements: Perceptions 3, 5</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>New teacher meetings are ongoing. Some new teachers/ new to Cavazos teachers are not participating.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>Monthly new teacher meetings are being held.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% </div> <div>No Progress</div> </div> <div> <div>  100% </div> <div>Accomplished</div> </div> <div>  Continue/Modify </div> <div>  Discontinue </div>	









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

Performance Objective 2: By the end of the 2023-2024 school year, EOY Staff Survey results will reflect a positive culture and climate with responses scoring Agree and Strongly Agree 90% of the time, thus showing employee wellness and self-care is supported and all members of the campus take responsibility for creating and maintaining the positive environment.

Evaluation Data Sources: Mid year and EOY Staff Survey

Strategy 1 Details	Reviews
<p>Strategy 1: The campus will develop a teacher/staff member of the month recognition program. The staff member(s) of the month will be highlighted on the campus social media platform.</p> <p>Strategy's Expected Result/Impact: Increase in positive campus climate and teacher motivation. Reduction in staff absences. Retention of staff members.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 5, 6</p>	<p>Nov November Evidence of Progress</p>  This strategy is starting this month. <p>Jan January Evidence of Progress</p>  Teacher of the month was established and teachers have been recognized. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: The campus Staff Climate Club will develop monthly activities to promote a positive climate, encourage wellness, and showing gratitude for the work staff members do.</p> <p>Strategy's Expected Result/Impact: Increase in positive campus climate and teacher motivation. Reduction in staff absences. Retention of staff members.</p> <p>Staff Responsible for Monitoring: Staff Climate Club</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 3, 5</p>	<p>Nov November Evidence of Progress</p>  Staff Club provides monthly snack cart. We had 1 staff outing this semester. <p>Jan January Evidence of Progress</p>  Snack Cart is run each month by a different grade level. the staff outing was a hit, and a future staff outing it in the works. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: The campus will establish a wellness room "The Purple Cheetah" for staff as a staff retreat before school, during lunch, conference period or after school.</p> <p>Strategy's Expected Result/Impact: Increase in positive campus climate and teacher motivation. Reduction in staff absences. Retention of staff members.</p> <p>Staff Responsible for Monitoring: Staff Climate Club Counselor Social Emotional Learning Specialist Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Problem Statements: Perceptions 3, 5</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>We have a couch, and beanbags for the staff wellness room. But need to implement it.</div> </div> <div> <div>Jan</div> <div>  20% </div> <div>January Evidence of Progress</div> <div>The Purple cheetah room has been selected and will be implemented before teacher appreciation month.</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: Optional staff outings will be scheduled quarterly to build positive relationships and increase a positive culture across campus.</p> <p>Strategy's Expected Result/Impact: Increase in positive campus climate and teacher motivation. Reduction in staff absences. Retention of staff members.</p> <p>Staff Responsible for Monitoring: Staff Climate Club</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>The campus has had one staff outing.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>THE staff committee determined that only 1 staff outing would occur each semester.</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>


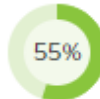
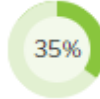

Strategy 5 Details	Reviews
<p>Strategy 5: Staff birthdays will be recognized with a birthday card from the campus principal and a cupcake at the end of the month. Happy birthday song will be sung at each Star Assembly to recognize staff.</p> <p>Strategy's Expected Result/Impact: Increased positive climate Increased Staff attendance rates</p> <p>Staff Responsible for Monitoring: APs Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 5</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>This strategy has been implemented and is ongoing.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>this strategy is ongoing and effective. Staff love their birthday cupcakes.</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: Perfect Attendance for staff members will be recognized at each staff meeting and IA meeting. Staff members will receive perfect attendance awards. Attendance / tardy concerns will be addressed with individual staff members.</p> <p>Strategy's Expected Result/Impact: Reduce late arrivals and high absence rates among staff members.</p> <p>Staff Responsible for Monitoring: APs Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 5, 6</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>Perfect attendance awards have been provided, but they have not been recognized at staff meetings.</div> </div> <div> <div>Jan</div> <div>  35% </div> <div>January Evidence of Progress</div> <div>Staff have really appreciated their perfect attendance awards!</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
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Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.



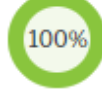
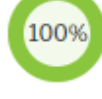
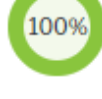
Performance Objective 1: By the end of the 2023-2024 school year, the Staff at Cavazos will work to increase the parents' perceptions of our school's effectiveness as measured by a Parent Engagement Survey measuring transparent, timely communication, supportive relationships with the community, and opportunities for involvement so that Parent Engagement Scores reflect Positive scores (Agree and Strongly Agree) 90% of the time.






Evaluation Data Sources: Parent Engagement Survey






Strategy 1 Details	Reviews
<p>Strategy 1: The campus Parent Liaison will assist in coordinating/managing/presenting volunteer participation and engagement opportunities to all parents and school community.</p> <p>Strategy's Expected Result/Impact: Parent Engagement Survey scores will a reflect positive scores 90% of the time</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	<div><div>Nov</div><div><div>30%</div></div><div>November Evidence of Progress</div><div>The Parent Liaison has begun recruiting efforts and volunteers are helping as needed.</div><div>Monthly Volunteer orientations are being scheduled and will be promoted through the parent newsletter.</div></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: The campus will encourage 100% attendance at parent/teacher conferences and family engagement opportunities. This is done through phone calls, mass-com calls, and flyers. 100% participation is also stressed during the Title I parent awareness meeting. Parent/teacher conferences will be held face to face, with rare instances where parents participate via zoom.</p> <p>Strategy's Expected Result/Impact: Increased community involvement. While face to face parent teacher conferences increased in the 2022-23 school year, there is a need to continue encouraging parents' attendance to parent/teacher conferences and strengthened their commitment with their kid's education and the school community.</p> <p>Staff Responsible for Monitoring: Administration CIS Teachers</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2</p>	<p>Nov  November Evidence of Progress Fall conferences were held in October. It was recommended that they be moved to later in the 9 weeks next school year, in order for all teachers to be able to review MAP and Circle data with all students.</p> <p>Jan  January Evidence of Progress Spring parent conferences are scheduled for March.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: The campus will deliver instruction and plan activities that develop early literacy skills for 2, 3 and 4 year old children and their parents in our weekly Cheetah Cub Club.</p> <p>Strategy's Expected Result/Impact: Student enter school with an increased readiness.</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 2, 4</p>	<p>Nov  November Evidence of Progress This strategy is ongoing. Cheetah Cub Club has been in effect since the beginning of September.</p> <p>Jan  January Evidence of Progress The parent liaison works diligently to support our early literacy club, snacks have been purchased and students are participating consistently.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>Strategy 4: The campus will provide a Volunteer Appreciation Celebration honoring the volunteers with certificates of volunteer hours completed.</p> <p>Strategy's Expected Result/Impact: Celebrating the efforts of volunteers will promote and encourage continued support.</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress N/A This is scheduled for the end of the school year.</p> <p>Jan January Evidence of Progress N/A This is scheduled for the end of the school year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: The campus will host an open house where students will display their work. Parents will be provided with digital information about their child's grade level about available resources and study strategies for use at home. The parent involvement policy and home school compact will be distributed. Home school compacts will be signed by teachers and parents and kept on file.</p> <p>Strategy's Expected Result/Impact: Increased access to online resources by students and parents. Increased scores on local and state assessments</p> <p>Staff Responsible for Monitoring: Administration CIS Teachers</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress  Open house was completed.</p> <p>Jan January Evidence of Progress </p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>

Strategy 6 Details	Reviews
<p>Strategy 6: The campus will host subject specific family nights to include math night, science night, and reading night.</p> <p>Strategy's Expected Result/Impact: Increased attendance as evidenced by sign in sheets.</p> <p>Staff Responsible for Monitoring: Administration CIS Teachers Committee members</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, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 4, 5, 7 - Perceptions 2</p>	<p>Nov November Evidence of Progress  Family Math Night has been completed. Science night is scheduled for December 9.</p> <p>Jan January Evidence of Progress  2 of the 3 family nights have been completed. Reading night is scheduled for February 29.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: The campus leadership will hold the annual Title I meeting in the 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</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress  The title 1 meeting was completed.</p> <p>Jan January Evidence of Progress </p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>

Strategy 8 Details	Reviews
<p>Strategy 8: Counselors will provide a flyer of outside resources to share with families that need assistance to help with specific situations.</p> <p>Strategy's Expected Result/Impact: Community awareness of program available for assistance with their needs.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 4</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>This flier is readily available to families.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>This flier is available to families and provided as needed.</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: The EL teachers will provide parents with training on best practices to support Emergent bilingual students in Literacy development and Math Development each semester.</p> <p>Strategy's Expected Result/Impact: Increase EL parent engagement, and ultimately increase student achievement</p> <p>Staff Responsible for Monitoring: ESL teachers Parent Liaison Administrators</p> <p>Title I: 2.6, 4.2</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>The first training session was offered for parents, but no parents were in attendance. A second session is scheduled to take place on December 9.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>The EB parent night was completed.</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 10 Details	Reviews
<p>Strategy 10: The campus will implement parent trainings 4 times a year in order to increase parent capacity in helping students in grade 3-5 meet grade level expectations for Math and K-2 expectations for literacy.</p> <p>Strategy's Expected Result/Impact: Improvement in student STAAR scores increased positive perceptions of the campus.</p> <p>Staff Responsible for Monitoring: Teachers Parent Liaison CIS</p> <p>Title I: 2.6, 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: Demographics 3 - Perceptions 2</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> <div>This strategy is in the planning phases.</div> </div> <div> <div>Jan</div> <div>  15% </div> <div>January Evidence of Progress</div> <div>This strategy is in the planning phases. Parent STAAR night is coming up.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div>	





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





Performance Objective 1: By meeting the social emotional needs of all students through the implementation of restorative practices and by creating a safe and orderly environment, we expect our referrals to decrease by 10% in the 2023-2024 school year






Evaluation Data Sources: End of the year count of schoolwide referrals for the 2022-2023 school year.
End of year student panel results





Strategy 1 Details	Reviews
<p>Strategy 1: The counselors will engage pre-kindergarten to 5th-grade students in classroom guidance lessons that focus on social skills, character traits, and school appropriate behaviors.</p> <p>Strategy's Expected Result/Impact: Number of discipline reduced by 10% from 532.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor Social Emotional Learning Specialist</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 4</p>	<div><div>Nov</div><div><div>30%</div></div><div>November Evidence of Progress</div><div>Classroom Guidance lessons happen each Wednesday. Supplemental lessons are also provided.</div></div> <div><div>Jan</div><div><div>40%</div></div><div>January Evidence of Progress</div><div>Classroom Guidance lessons happen each Wednesday. Supplemental lessons are also provided.</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: The counselors will provide professional development on bullying, child abuse, suicide, and trauma informed care, will be provided for and completed by all staff members. HB 1942</p> <p>Strategy's Expected Result/Impact: Staff can identify signs of bullying, child abuse, and signs of suicide.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor Social Emotional Learning Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p>	<div> <div>Nov</div> <div>  100% </div> <div>Nov</div> </div> <div> <div>Nov</div> <div> <div>November Evidence of Progress</div> <div>This training was provided to teachers in August.</div> </div> </div> <div> <div>Jan</div> <div>  100% </div> <div>Jan</div> </div> <div> <div>Jan</div> <div> <div>January Evidence of Progress</div> </div> </div> <div> <div>Mar</div> <div>  100% </div> <div>Mar</div> </div> <div> <div>Mar</div> <div> <div>March Evidence of Progress</div> </div> </div> <div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: In an effort to increase student academic achievement and engagement, the campus staff will support social emotional health by providing students with opportunities to participate in weekly physical activity. Additional opportunities may include yoga club, corn hole club, jump rope for heart, kite day, and field day.</p> <p>Strategy's Expected Result/Impact: Fitness Gram Club Participation</p> <p>Staff Responsible for Monitoring: PE Teachers Club Sponsors</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 4, 7</p>	<div> <div>Nov</div> <div>  60% </div> <div>Nov</div> </div> <div> <div>Nov</div> <div> <div>November Evidence of Progress</div> <div>Corn hole club was established. Students completed their first competition. Additional opportunities may occur in the spring.</div> </div> </div> <div> <div>Jan</div> <div>  70% </div> <div>Jan</div> </div> <div> <div>Jan</div> <div> <div>January Evidence of Progress</div> <div>Kite day and field day are in the planning phases.</div> </div> </div> <div> <div>Mar</div> <div> <div>March Evidence of Progress</div> </div> </div> <div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>

Strategy 4 Details	Reviews
<p>Strategy 4: In an effort to increase student achievement, The Social Emotional Learning Specialist will provide students with supplemental guidance lessons in whole group and small group. In addition to these lessons, the SELS will support campus efforts around attendance by addressing as needed with individual students, developing an attendance flier to send home to parents during attendance awareness month, and by making contact with parents of persistent tardy students.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals Decrease the number of bullying incidents to 0.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Social Emotional Learning Specialist Campus Instructional Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 3</p>	<div> <div>Nov</div> <div>  <div>65%</div> </div> <div> November Evidence of Progress supplemental guidance lessons as well as small group and individual guidance lessons are being provided for students. Campus Tardies have decreased this year due to our current systems. The attendance awareness month flier was sent home in a physical and virtual format. Attendance tips were posted on social media though the month of september. </div> </div> <div> <div>Jan</div> <div>  <div>75%</div> </div> <div> January Evidence of Progress Supplemental Guidance lessons are provided as needed. Individual counseling support is also available and several students benefit from this. </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: In an effort to keep more students engaged in classroom instruction, The Campus Instructional Specialist, General Education teacher and At-Risk Counselor will participate and assist in the development of behavior intervention plans during behavior RTI meetings.</p> <p>Strategy's Expected Result/Impact: Increased collaboration between campus teachers, counselor, social emotional learning specialist, and leadership a decrease in repeated discipline referrals</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor Social Emotional Learning Specialist Campus Instructional Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 3 - Perceptions 1, 4</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div> November Evidence of Progress Teachers, CIS and Counselors actively participate in and implement Behavior RTI's for students in need of support. </div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div> January Evidence of Progress Teachers, CIS and counselors meet to develop RTI behavior plans. Student referrals to SPED occur as needed. </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: The campus will provide students with sensory room, to help students sensitive to certain stimuli better regulate their emotional responses, and therefore helping improve academic outcomes in class. The sensory room will be a low-stress, fun environment to help students train their brains to overcome sensitivity to certain issues and helping them react with logic instead of emotion. The room will include a sensory wall, and other sensory activities for at-Risk students, students who have the strategy included as part of their behavior intervention plan and special education self-contained classes. Training will be provided to teachers on the "why" behind this space and the distinction will be made between sensory room, cool down room, and play space. Materials in the sensory room will be labeled with the purpose for the activity. An organized and orderly environment will be maintained. The At-Risk counselor and special education teachers will teach students how to use the space.</p> <p>Strategy's Expected Result/Impact: Reduced number of discipline referrals Reduce number of students receiving duplicate referrals</p> <p>Staff Responsible for Monitoring: Social Emotional Learning Specialist Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 4</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>The sensory room is established and in use daily.</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: The librarian will host an annual Digital Wellness Training for parents in 4th and 5th grade or provide monthly digital wellness tips in the library ledger for parents.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Librarian Principal Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 4</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> <div>This strategy will be implemented in the spring semester.</div> </div> <div> <div>Jan</div> <div>  20% </div> <div>January Evidence of Progress</div> <div>The Librarian has begun including this for parents.</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: The special education team will provide the staff with Acceptance Training that focuses on the social emotional needs and behaviors of student with characteristics of Autism and other disabilities.</p> <p>Strategy's Expected Result/Impact: Increased STAAR Scores for special education population Decreased discipline referrals for special education students</p> <p>Staff Responsible for Monitoring: Campus Facilitator Principal Assistant Principals</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p>	<div> <div>Nov</div> <div>  </div> <div>November Evidence of Progress</div> <div>There was not a need for this strategy. It was evident on campus that our special education students are accepted. Many of our students are outclassing to gen ed classrooms.</div> </div> <div> <div>Jan</div> <div>  </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>  </div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 9 Details	Reviews
<p>Strategy 9: The campus will recognize students for positive character traits and invite parents to attend the "Star Student" Assembly. The Librarian will collaborate with counselors to integrate FB postings of monthly "Star" students.</p> <p>Strategy's Expected Result/Impact: Increase community involvement Decrease in discipline referrals and increase in positive student-student interactions.</p> <p>Staff Responsible for Monitoring: Counselor Social Emotional Learning Specialist Librarian</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 4</p>	<div> <div>Nov</div> <div>  </div> <div>November Evidence of Progress</div> <div>The Star Student Assembly is ongoing. Facebook postings of the star students have been a huge hit.</div> </div> <div> <div>Jan</div> <div>  </div> <div>January Evidence of Progress</div> <div>Start Students are recognized monthly. Our adopt - a-unit soldiers congratulate our student sna students are posted on facebook.</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: Counselors will support the implementation of Restorative Practices through monthly meetings with the campus principal, providing staff with monthly prompt calendars, and through implementation of grey circle strategies. Strategies and campus data will be shared with staff at the monthly staff meeting.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline incidents Increase in EOY student panel survey results</p> <p>Staff Responsible for Monitoring: Counselor Social Emotional Learning Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 4</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Monthly prompt calendars were implemented monthly.</div> <div>Grey Circles have been utilized as needed to address student conflict. Counselors have shared at the last two staff meetings.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>Circles are implemented as needed. Circles of support for students who have higher needs are also initiated.</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 11 Details	Reviews
<p>Strategy 11: Teachers will implement restorative practices through the use of green circle strategies, with the support of campus admin and counselors.</p> <p>Strategy's Expected Result/Impact: Increase in EOY student panel survey results Decrease in discipline incidents</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist Classroom Teachers Counselor Social Emotional Learning Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 4</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>The counselors provide ongoing support for the green circle strategies. Teachers implement the meet and greet, sparks, 60 second relate breaks.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>Green circle strategies are implemented across 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 12 Details	Reviews
<p>Strategy 12: The counselor and Social Emotional Learning Specialist will host a PALS program assist in welcoming new students and providing them with a buddy during their first weeks of school.</p> <p>Strategy's Expected Result/Impact: Increase student feelings of belonging and connectedness to the school community. Decrease Discipline referrals Promote good attendance</p> <p>Staff Responsible for Monitoring: Counselor Social Emotional Learning Specialist</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p>	<p>Nov November Evidence of Progress N/A This strategy has not been implemented by the counselors.</p> <p>Jan January Evidence of Progress  Pals was not established this year.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
Strategy 13 Details	Reviews
<p>Strategy 13: The counselor and Social Emotional Learning Specialist will collaborate to develop activities for Bullying Prevention Month, Red Ribbon Week, Kindness Week, College and Career Readiness Week, Month of the Military Child, Earth Day, Mental Health Awareness Month,</p> <p>Strategy's Expected Result/Impact: Increase student feelings of belonging and connectedness to the school community. Decrease Discipline referrals Promote good attendance Promote healthy habits and wellness.</p> <p>Staff Responsible for Monitoring: Counselor Social Emotional Learning Specialist</p> <p>Problem Statements: Demographics 1 - Perceptions 1, 4, 7</p>	<p>Nov November Evidence of Progress  Bully prevention and Red Ribbon week activities were implemented. Planing is on going for the other activities.</p> <p>Jan January Evidence of Progress  Counselors are planning for career day, and kindness week along with supporting United way.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

Goal 5: Killeen ISD will maximize learning opportunities for students through innovation and the efficient management and allocation of resources.

Performance Objective 1: Cavazos staff will maximize learning opportunities for students through the implementation of innovative practices, with the goal of increasing STAAR scores across all content areas by at least 3% by the end of the 2023-2024 school year.





Strategy 1 Details	Reviews
<p>Strategy 1: The library will enrich the science curriculum by providing STEM challenges for grades K-5 each month (August-April).</p> <p>Strategy's Expected Result/Impact: Increase in critical and design thinking</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 3, 7</p>	<p>Nov November Evidence of Progress</p> <p> The librarian has been providing Monthly STEM challenges for students. These are ongoing.</p> <p>Jan January Evidence of Progress</p> <p> STEM challenges are ongoing. Students enjoy participating in these cross curricular experiences. Materials have been purchased.</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 continue to host a physical maker-space in the library, and a fleet of mobile maker-space carts where students can use creativity to explore and apply their knowledge of STEM, using high tech and no tech tools. This space will provide hands on learning and help with critical thinking skills. Morning Maker-space Explorers (Before school) and Flexibly scheduled daily maker-space will be available to students in grades 1-5.</p> <p>Strategy's Expected Result/Impact: Increase the number of students scoring mastery on the STAAR test</p> <p>Staff Responsible for Monitoring: Administration Librarian Teachers</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 3, 7</p>	<p>Nov November Evidence of Progress</p> <p> The makerspace is up and running. Students are engaged in before school daily makerspace activities. This strategy will continue throughout the year. The librarian continues to change out makerspace activities as needed.</p> <p>Jan January Evidence of Progress</p> <p> The makerspace is established and is in use daily. Materials have been purchased to support the makerspace.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>









Strategy 3 Details	Reviews
<p>Strategy 3: The Counselor, Social Emotional Learning Specialist, and the Librarian will develop a volunteer program for students that includes student recognition for hours volunteered.</p> <p>Strategy's Expected Result/Impact: Decrease in disciplinary referrals and promote good attendance. Increased feelings of belonging and connectedness to the school.</p> <p>Staff Responsible for Monitoring: Librarian Counselor Social Emotional Learning Specialist</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1, 4, 7</p>	<div> <div>Nov</div> <div>  <div>25%</div> </div> <div>November Evidence of Progress</div> <div> <p>While we have not developed a volunteer program, Students are participating in the YEA, program as Youth Environmental Ambassadors. Through Recycling during the months of November and December.</p> <p>There is a need for us to develop a way to track student hours.</p> </div> </div> <div> <div>Jan</div> <div>  <div>25%</div> </div> <div>January Evidence of Progress</div> <div> <p>Students will participate in upcoming YEA challenges in the spring. Campus beautification and campus clean up.</p> </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 5: Killeen ISD will maximize learning opportunities for students through innovation and the efficient management and allocation of resources.

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

Evaluation Data Sources: STAAR scores and favorable financial audit

Strategy 1 Details	Reviews
<p>Strategy 1: Through monthly scheduled meetings, our SBDM team will be provided a transparent view of campus goals and funding issues by being stakeholders in creating and monitoring campus goals and the allocation of campus funds. This includes adjusting the CIP as needed, completing formative and summative reviews.</p> <p>Strategy's Expected Result/Impact: Maximize student learning and teacher effectiveness.</p> <p>Staff Responsible for Monitoring: Principal Site Based Decision Making Committee</p> <p>Problem Statements: Demographics 3 - Perceptions 2</p>	<p>Nov  November Evidence of Progress SBDM has met in September October and November. Minutes are being submitted after each meeting.</p> <p>Jan  January Evidence of Progress SBDM met in January and February. There is a need for more staff and parents to be in attendance.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Campus administration will communicate with staff and parents using a variety of methods (Weekly "Cheetah Chronicles" for staff, Monthly parent newsletter "Running with the Cheetahs", Mass Communication efforts, parent conferences)</p> <p>Strategy's Expected Result/Impact: There will be clarity in communicating with campus staff as evidenced by parent and teacher survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 4</p>	<p>Nov  November Evidence of Progress Weekly Cheetah Chronicles are sent out to staff, this is an ongoing process as is the parent newsletter.</p> <p>Jan  January Evidence of Progress Ongoing communication is a campus priority.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: The librarian will send a monthly newsletter, "Library Ledger" to families and staff.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement Increase participation in Reading and STEM activities.</p> <p>Staff Responsible for Monitoring: Library</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 2</p>	<p>Nov November Evidence of Progress</p> <p> The Librarian is sending out the monthly news letter to families and staff.</p> <p>Jan January Evidence of Progress</p> <p> The Library Ledger continues to be sent to parents and staff.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: The Campus Principal participates in district sponsored recruiting trips and attends mix and mingle events as requested.</p> <p>The Campus Leadership team participate in district Job Fairs thought the year.</p> <p>The campus has a system for reviewing applications and conducting interviews.</p> <p>Strategy's Expected Result/Impact: Recruit highly qualified teachers</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7</p>	<p>Nov November Evidence of Progress</p> <p> The principal was invited to two events, one was canceled. Additional Job Fairs will be implemented. The principal reviews applications for teacher openings as they are submitted. There is one teacher vacancy on campus.</p> <p>Jan January Evidence of Progress</p> <p> The campus Principal is scheduled to recruit in Alabama during the month of March. The district Job Fair is coming up. Vacancies will be promoted through facebook as well.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	