

**Killeen Independent School District**  
**Haynes Elementary School**  
**2022-2023 Formative Review with Notes**



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# Goals





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



**Performance Objective 1:** By the end of the 2022-2023 school year there will be a 10% increase in scores on STAAR Reading with written responses and 70% of students will meet their MAP Reading Growth Goal.

**Evaluation Data Sources:** STAAR, MAP

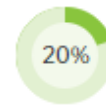
Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will include Balanced Literacy components including Guided Reading in their plans for Reading instruction. Teachers will utilize weekly Comprehension Toolkit lessons, F&amp;P Phonics, F&amp;P Interactive Read Alouds, F&amp;P Shared Reading (PK-2nd) Resources and additional resources to spiral review skills and improve reading comprehension. (Targeted Support for all students to include 2 or more races and SPED population subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Reading Scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CISs APs Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3 - School Processes &amp; Programs 2</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span data-bbox="1297 634 1352 659"><b>Nov</b></span> <span data-bbox="1535 634 1902 659"><b>November Evidence of Progress</b></span> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div data-bbox="1415 667 1961 756" style="margin-left: 10px;"> <p>Interactive Read Aloud Kits have been ordered. Teachers are teaching weekly Toolkit lessons, K-3 phonics instruction occurs daily.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span data-bbox="1297 789 1352 813"><b>Jan</b></span> <span data-bbox="1545 789 1892 813"><b>January Evidence of Progress</b></span> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div data-bbox="1415 821 1982 911" style="margin-left: 10px;"> <p>One second grade IRA kit has been added to their resources. Toolkit and phonics instruction continue daily.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span data-bbox="1297 943 1352 967"><b>Mar</b></span> <span data-bbox="1556 943 1881 967"><b>March Evidence of Progress</b></span> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span data-bbox="1297 1000 1352 1024"><b>June</b></span> <span data-bbox="1566 1000 1871 1024"><b>June Evidence of Progress</b></span> </div> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> An Interventionist will provide targeted support for struggling students during intervention time to increase student success. (Targeted Support for all students to include 2 or more race and SPED subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved reading scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Daily intervention groups take place.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Daily intervention groups take place.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Instructional assistants will assist teachers with implementing instructional strategies to ensure student success. They will work with students in a small group setting for reading support under the direct supervision of a classroom teacher. (Targeted Support for all students to include 2 or more races and SPED subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve reading scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> IAs support students daily in small group settings.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> IAs support students daily in small group settings.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> During PLC meetings teachers will collaboratively plan using district provided resources and identify students in need of additional support in reading through collaborative completion of the CUA Data Protocol Form.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Reading Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teams meet weekly to collaboratively plan ELAR and math, as well as review CUA data.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teams meet weekly to collaboratively plan ELAR and math, as well as review CUA data.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> ELL teachers will focus on phonics instruction, vocabulary and guided reading and writing during ELL instruction both in small group and through the use of technology for online interventions and supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Reading and TELPAS performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs ESL teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   ESL teacher provides small group instruction and has created online speaking practice opportunities for students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   ESL teacher provides small group instruction and has created online speaking practice opportunities for students.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> ELL teachers will offer sessions to parents of ELL students to provide them with ways they can assist their child at home with literacy skills. In an effort to make the classes accessible to more parents and families, classes will be provided both during and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Reading Scores</p> <p><b>Staff Responsible for Monitoring:</b> ELL teachers Administrators CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools -</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> One parent event was offered at two different times, during Open House and during the school day. One addition Parent event will be held that will address parental support with writing.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Another parent event was held in December to support parents with literacy</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Incorporate book clubs for GT students using fiction and non-fiction texts, artistic expression experiences and field based instruction to provide rich hands-on experiences that deepen understanding of TEKS that cannot be easily replicated within the classroom so students can apply their learning on research projects and TPSP.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Reading STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS GT Teachers Librarian</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 8</p>	

**Nov**



**November Evidence of Progress**

GT teachers are differentiating to meet the needs of their GT students. A field experience with TapTap Art School will be planned for the second semester.

**Jan**



**January Evidence of Progress**

Tap Tap Art experience in being planned. Some teachers are incorporating

**Mar**

**March Evidence of Progress**

**June**

**June Evidence of Progress**



No Progress



Accomplished



Continue/Modify







Discontinue




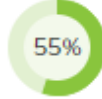
**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.







**Performance Objective 2:** By the end of the 2022-2023 school year there will be a 10% increase in scores on STAAR Math and 70% of students will meet their MAP Math Growth Goal.

**Evaluation Data Sources:** STAAR, MAP

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Instructional assistants will assist teachers with implementing instructional strategies to ensure student success. They will work with students in a small group setting for math support to provide hands-on learning under the direct supervision of a classroom teacher. (Targeted Support for all students to include 2 or more races and SPED subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Math Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> IAs support students daily in small group settings.</p> <p></p> <p><b>Jan</b> <b>January Evidence of Progress</b> IAs support students daily in small group settings. We currently have 2 campus IA openings, but interviews are being conducted this month.</p> <p></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> An Interventionist will provide targeted support for struggling students to increase student success. (Targeted Support for all students to include 2 or more races and SPED subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Math Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Small group instruction take place daily.</p> <p></p> <p><b>Jan</b> <b>January Evidence of Progress</b> Small group instruction take place daily.</p> <p></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>




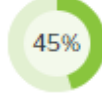


Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> During PLC meetings teachers will collaboratively plan using district provided resources and identify students in need of additional support in math through collaborative completion of the CUA Data Protocol Form. (Targeted Support for all students to include 2 or more races and SPED subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Math Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4 - School Processes &amp; Programs 2</p>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p><b>Nov</b></p>  </div> <div style="text-align: center;"> <p><b>November Evidence of Progress</b></p> <p>Teams meet weekly to collaboratively plan ELAR and math, as well as review CUA data.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p><b>Jan</b></p>  </div> <div style="text-align: center;"> <p><b>January Evidence of Progress</b></p> <p>Teams meet weekly to collaboratively plan ELAR and math, as well as review CUA data.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p><b>Mar</b></p> </div> <div style="text-align: center;"> <p><b>March Evidence of Progress</b></p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p><b>June</b></p> </div> <div style="text-align: center;"> <p><b>June Evidence of Progress</b></p> </div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Teachers will instruct using model drawing and research-based daily, problem solving to increase retention and mastery of math skills and process standards. Problem solving professional development will be held to support teachers in using math instructional strategies to deepen students' ability to analyze and solve word problems. Morning problem solving will be implemented campus-wide. (Targeted Support for all students to include 2 or more races and SPED subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Math Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4 - School Processes &amp; Programs 1, 2</p>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p><b>Nov</b></p>  </div> <div style="text-align: center;"> <p><b>November Evidence of Progress</b></p> <p>PD was provided to the staff in August. Daily problem solving and math talk take place across the campus, PK - 5.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p><b>Jan</b></p>  </div> <div style="text-align: center;"> <p><b>January Evidence of Progress</b></p> <p>Daily problem solving and math talks continue daily.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p><b>Mar</b></p> </div> <div style="text-align: center;"> <p><b>March Evidence of Progress</b></p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p><b>June</b></p> </div> <div style="text-align: center;"> <p><b>June Evidence of Progress</b></p> </div> </div>







Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Third grade and fourth grade teachers will implement Guided Math strategies into their math block to increase math achievement on computation, fact fluency, and problem solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve math scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4</p>	<div data-bbox="1276 423 2030 565"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  40% <p>Third grade teachers incorporate all components of the GRR in their daily lessons.</p> </div> <div data-bbox="1276 581 2030 722"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  55% <p>Third and fourth grade teachers incorporate all components of the GRR in their daily lessons.</p> </div> <div data-bbox="1276 738 2030 787"> <p><b>Mar</b> <b>March Evidence of Progress</b></p> </div> <div data-bbox="1276 803 2030 852"> <p><b>June</b> <b>June Evidence of Progress</b></p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 885 663 930">  No Progress </div> <div data-bbox="764 885 982 930">  Accomplished </div> <div data-bbox="1081 885 1333 930">  Continue/Modify </div> <div data-bbox="1434 885 1629 930">  Discontinue </div> </div>	

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

**Performance Objective 3:** By the end of the 2022-2023 school year there will be a 10% increase in scores on STAAR Science and 60% of students will meet their MAP Science Growth Goal.

**Evaluation Data Sources:** STAAR, MAP



Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will include hands-on science experiments and spiral review to increase real-life applicable learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Science Scores</p> <p><b>Staff Responsible for Monitoring:</b> PK-5th grade teachers Principal APs CIS</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Some grade levels have conducted hands-on experiments. Supplies for all grade levels will be ordered based on their requested lists.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Supplies requested have been ordered. Some grade levels are doing hands-on experiments.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will integrate science topics through the use of non-fiction texts with a focus on science academic vocabulary during reading lessons. Online resources will be used to engage students and review science concepts and science vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Science Scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers APs Principal CISs</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Mystery Science is available for teacher use as we wait for purchase approval. Teachers incorporate science topics and non-fiction texts in their ELAR lessons.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Mystery Science is available for teacher use as we wait for purchase approval. Teachers incorporate science topics and non-fiction texts in their ELAR lessons.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Students will participate in field based instruction that emphasizes knowledge and skills that are difficult to replicate in the classroom setting. Field trips will provide real world experiences in relation to science concepts and may include locations such as museums, caverns, farms, parks, zoos, and planetarium.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase science achievement</p> <p><b>Staff Responsible for Monitoring:</b> Admin CISs Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 1</p>	<div data-bbox="1276 423 2030 565"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  10% <p>Grade levels are in the planning stages for field trips</p> </div> <div data-bbox="1276 581 2030 722"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  15% <p>5th grade is the only grade level with paperwork completed.</p> </div> <div data-bbox="1276 738 2030 787"> <p><b>Mar</b> <b>March Evidence of Progress</b></p> </div> <div data-bbox="1276 803 2030 852"> <p><b>June</b> <b>June Evidence of Progress</b></p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 885 661 930">  No Progress </div> <div data-bbox="766 885 982 930">  Accomplished </div> <div data-bbox="1081 885 1333 930">  Continue/Modify </div> <div data-bbox="1438 885 1627 930">  Discontinue </div> </div>	

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

**Performance Objective 1:** By the end of 2022-2023 school year, 100% of teachers will participate in district or campus professional development sessions covering a variety of research-based strategies to build teacher capacity and increase student achievement in grades PreK-5.

**Evaluation Data Sources:** PLC Agendas, Sign in sheets and Professional Development data





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will participate in math, reading, and restorative practices professional development on campus and in or out of the district to incorporate research-based strategies to meet the needs of all learners. (Targeted Support for all students to include white and 2 or more races subgroups) (Additional Targeted Support for the SPED population)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve MAP and STAAR Performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CISs APs Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - - Targeted Support Strategy</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4, 6 - School Processes &amp; Programs 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Teachers implement restorative practices daily in their classrooms. Counselors have offered after school trainings as well as PD being provided during faculty meetings.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Teachers implement restorative practices daily in their classrooms. Counselors have offered after school trainings as well as PD being provided during faculty meetings.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Campus Instructional Specialist will ensure all teachers are provided with support , training, modeling and coaching that aligns with district initiatives and T-TESS goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve MAP, Circle, and STAAR Performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes &amp; Programs 1, 2</p>	<div data-bbox="1276 407 1997 537"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>CIS models lessons, provides coaching, and plans PD for teachers.</p> </div> <div data-bbox="1276 565 1997 695"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>CIS models lessons, provides coaching, and plans PD for teachers.</p> </div> <div data-bbox="1297 722 1885 748"> <p><b>Mar</b> <b>March Evidence of Progress</b></p> </div> <div data-bbox="1297 776 1871 802"> <p><b>June</b> <b>June Evidence of Progress</b></p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 867 663 911">  No Progress         </div> <div data-bbox="768 867 982 911">  Accomplished         </div> <div data-bbox="1083 867 1331 911">  Continue/Modify         </div> <div data-bbox="1436 867 1629 911">  Discontinue         </div> </div>	

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

**Performance Objective 1:** Through family and community partnerships, by June 2023, 100% of parents will have participated in at least one school event.

**Evaluation Data Sources:** Family / Community event participation data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Monthly parent newsletters will be emailed to inform parents of upcoming events and school news.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of parents will receive Haynes newsletter through the use of a common online communication app. Parent feedback and participation will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Monthly Smore newsletters are sent out to families.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Monthly Smore newsletters are sent out to families.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> The counselor will work with staff, parents, and the community to support and strengthen relationships with the school to include recruiting and training parent volunteers, facilitating communication between the school and home, coordinating parenting classes, and teaching an early childhood literacy class (Little Hornets).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement in the learning of the child. Increased participation in school activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3, 6 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Parent volunteers work to support the campus to include Book Fair, Picture Day, Vet. Day parade. Little Hornets meet monthly. Soldier volunteers help with Happy Hornets Clubs, weekly reading buddies, and weekly mentor meetings.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Parent volunteers work to support the campus to include Book Fair, Picture Day, Vet. Day parade. Little Hornets meet monthly. Soldier volunteers help with Happy Hornets Clubs, weekly reading buddies, and weekly mentor meetings.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> The school will conduct family nights to promote family involvement. Teachers will attend and provide activities and strategies for the parents to support student learning. Parents will be made aware of events through flyers, e-mails, texts, campus website and Facebook notifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental participation</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselors CISs APs Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Meet the Teacher, Open House/Title I information event, 2 PULSE meetings, ELL Parent Event, Dyslexia Information Session, and Veteran's Day Parade have taken place. December Reading event has been planned and will take place Dec. 8.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> December Family event took place. The Hornet Read and Run has been planned for March. Spring Open house is being planned. Pulse meetings have been scheduled for February and March.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Parent teacher conferences will be held in the fall and spring semesters.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunity for parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3, 4 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Fall conferences will conclude on Friday, November 18, 2022.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Spring conferences will be held in conjunction with the spring open house. Teachers are in communication with parents and meeting with parents as needed.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	





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

**Performance Objective 1:** By providing a healthy, safe, secure, and orderly learning environment, we expect our referrals to decrease by 25%.

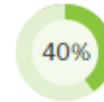
**Evaluation Data Sources:** Monthly/Yearly Discipline incident reports

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> A campus culture that addresses behavior, social/emotional learning and relationships will be fostered through Restorative Practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Teachers APs Principal Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>All staff work to build restorative relationships with students. PD sessions offered during faculty meetings and after school.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>All staff work to build restorative relationships with students. PD sessions offered during faculty meetings and after school.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Counselors will continue the No Place for Hate/Anti-Bullying program to support a school environment where all students feel valued and have the opportunity to succeed.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principal APs Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Counselors teach lessons to entire classes, conduct small group and individual sessions to meet students' needs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Counselors teach lessons to entire classes, conduct small group and individual sessions to meet students' needs.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Counselors will teach calm down strategies to meet student social/emotional needs. The campus will provide calm down items and space to promote student self-regulation.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of discipline referrals and the number of student safety protocols.</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs Teachers Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Teachers have calm-down areas and materials in their classroom. Chillville is available for all students. Additional materials are being ordered to enhance Chillville and teacher calm-down areas.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Additional calm down items for individual classrooms have been ordered. Teachers have calm-down areas and materials in their classroom. Chillville is available for all students. Additional materials are being ordered to enhance Chillville and teacher calm-down areas.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Monitor students with multiple discipline referrals to ensure an RtI, 504 and ARD behavior plan is implemented in a timely manner. Counselors will provide and document weekly support.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce number of discipline referrals and decrease the number of repeat offenders</p> <p><b>Staff Responsible for Monitoring:</b> Teachers APs Principal Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	

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**Nov**



**November Evidence of Progress**

Counselors are coordinators for behavior RtI. BIPs are created, followed, and revised to meet student needs.

**Jan**



**January Evidence of Progress**

Counselors are coordinators for behavior RtI. BIPs are created, followed, and revised to meet student needs.

**Mar**

**March Evidence of Progress**

**June**

**June Evidence of Progress**

No Progress

Accomplished





Continue/Modify







Discontinue

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

**Performance Objective 1:** Haynes will effectively manage resources and operations 100% of the time so learning time is maximized.

**Evaluation Data Sources:** CUA Data, MAP, STAAR Data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will integrate technology into their classrooms and will utilize our available technology to increase student knowledge and achievement. (Targeted Support for all students to include white and 2 or more races subgroups) (Additional Targeted Support for the SPED population)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement in math, reading, and science.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CTSS</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Classroom each have an ipad cart. Students use ipads to engage with Imagine Learning. Type to Learn has been purchased and will be implemented as part of the specials rotations. Nearpod PD was provided to support teacher use of technology.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Classroom each have an ipad cart. Students use ipads to engage with Imagine Learning. Type to Learn has been started in the labs and will be encouraged in the classrooms.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Students will receive instruction and practice in keyboarding skills to increase their ability to effectively communicate their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading and math achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers CTSS</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 6, 9</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Type to Learn has been purchased, but not yet available on campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Type to Learn is now a part of the specials rotations.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin; CIS</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Tutoring has started for 3rd-5th grade students on Mondays and Wednesdays.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   January tutoring starts Jan 18 and runs Mondays and Wednesdays through March 8, spring breaks.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	