

**Killeen Independent School District**  
**Dr. Joseph A. Fowler Elementary School**  
**2023-2024 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 2023-2024 school year there will be a 10% increase in scores on STAAR Reading at "Meets Grade Level" or above. MAP reading data for K-5th will be above state and district averages. Circle reading will be above district averages in all categories for the 23-24 school year.

**Evaluation Data Sources:** STAAR Reading Data  
 MAP Reading Data  
 Circle Reading Data  
 District CUA Reading Data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Students will improve mastery of reading and writing skills through the usage of the Writable program. This program supports research-based practices and instructional models to meet the needs of 3rd-5th grade students to demonstrate academic achievement across all content areas. This program specifically supports instruction on short and extended constructive responses, writing rubrics, and TEKS specific reading passages that are aligned to the STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on yearly assessments, universal screeners, and STAAR. Student progress will be monitored through regularly schedule universal screeners and unit assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Campus Instructional Specialist            Teachers</p> <p><b>Title I:</b>            2.4</p> <p><b>Problem Statements:</b> Student Learning 4, 8</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Some teachers are using the program. Training during PLC's will occur on 11/29.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers are using this during interventions and classroom instruction time.</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 use different online programs to build vocabulary and knowledge guided by the instruction in class. These programs, including iStation, are able to meet the students where they are at and create a path to grow them. This is especially helpful for those students who are in special education or at-risk. These online programs can also be accessed at home so parents can be part of their child's learning and build an understanding of the expectation for their child to be successful in reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Brain Pop, Pebble Go, and Reading Eggs (Edmentum) will improve vocabulary and reading levels as demonstrated in MAP data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals CIS Special Education Teachers Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Students have been working on this since August.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Students continue to work in this program.</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 improve mastery of reading skills by engaging in challenging Lexile leveled materials presented in multiple formats, including digital. Motivational Mentoring Minds Reading, magazines, and similar resources will be used to support mastery of reading within the content areas. Students will use these materials that are rigorous to practice during interventions, small group, and after school tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will give students materials to apply learned vocabulary with rigorous reading that can be scaffolded by teachers, peers, and tutors.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistance Principal CIS Classroom Teachers</p> <p><b>Problem Statements:</b> Student Learning 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Magazines and Mentoring Minds are being utilized in the classroom.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Magazines and Mentoring Minds continue to be used.</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> Students will improve mastery of content through rigorous lessons supplemented by STAAR Master consumables. Teachers will spiral previously learned strategies and strength concepts through these reviews.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on yearly assessments, universal screeners, and STAAR. Student progress will be monitored through regularly schedule universal screeners and unit assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CIS Classroom Teacher</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Books have been ordered.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Books have arrived and will be given out to teachers before Feb.</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> Teachers will include Balanced Literacy components including Small Group Reading in their plans for Reading Instruction. Teachers will utilize weekly Comprehension Toolkit lessons, F&amp;P Interactive Read Alouds, F&amp; P Shared Reading (PK-3rd) Resources, and Benchmark Phonics to improve reading comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Reading Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's CIS Teachers</p> <p><b>Title I:</b> 2.4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Teachers have been utilizing these resources since August.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Staff continues to use all these programs.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

**Performance Objective 2:** By the end of the 2023-2024 school year, there will be a 10% increase in scores on STAAR Math at "Meets Grade Level" or above. MAP math data for K-5th grade will be above state and district averages. Circle math will be above district averages in all categories for the 23-24 school year.

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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Students will improve mastery of math skills by engaging in challenging materials presented in multiple formats, to include digital. Motivational Mentoring Minds Math are used to support mastery of math content. Students will use these materials that are rigorous to practice and apply content math that is learned.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will give students materials to apply rigorous math that can be scaffolded by teachers, peers, and tutors.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            CIS            Classroom Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Some teachers are utilizing, while others are waiting for additional order to come to the campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   MOY MAP scores indicate growth is being made.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will provide additional targeted support to their students in math through the use of small group instruction (guided math) and implement high-impact strategies (collaboration, GRR, Accountable Talk) that promote rigor to increase academic achievement on computation, fact fluency, and problem solving. Spiraling of those TEKS will continue throughout the year so that mastery is not lost through the use of Lone Star Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of math TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP, Principal</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers have been utilizing these strategies and resources since August.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers are using Lone Star to spiral back previously taught TEKS. Small group is being utilized during centers &amp; interventions.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



No Progress



Accomplished



Continue/Modify







Discontinue









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

**Performance Objective 3:** By the end of the 2023-2024 school year, there will be a 5% increase in scores on STAAR Science at "Meets Grade Level" or above. MAP Science data for 3rd-5th grade will be above state and district averages.

**Evaluation Data Sources:** STAAR Science Data  
MAP Science Data (3rd-5th)

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Students use an online program to build science knowledge guided by the instruction in class. The Stem Scopes program will address academic vocabulary in Science.</p> <p><b>Strategy's Expected Result/Impact:</b> Stem Scopes will improve Science knowledge and vocabulary as demonstrated by 5th Grade Science scores in STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CIS Classroom Teachers K-5th</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Some teachers have been utilizing this program since August.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Additional training is needed to make sure everyone has access and is supplementing Science instruction.</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 improve mastery of science skills by engaging in challenging activities presented in multiple formats, to include digital. Motivational Mentoring Minds Science are used to support mastery of science within the content area. Students will use these materials that are rigorous to practice and apply content vocabulary that is learned.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will give students materials to apply learned vocabulary with rigorous reading that can be scaffolded by teachers, peers, and tutors.</p> <p><b>Staff Responsible for Monitoring:</b> CIS Classroom Teacher Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Some teachers have been utilizing this resource since August.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Some teachers are using MM Science to supplement their instruction.</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> A Science Lab teacher will provide weekly "hands-on" science lab experiments to support what is being taught in the classroom. The lab will include real-world experiences to make connections to the content being taught. Science lab supplies will be needed to conduct hands-on experiments and for students to analyze, record, and utilize information learned.</p> <p><b>Strategy's Expected Result/Impact:</b> 5th Grade Science Scores will increase and Science MAP will increase for 3rd-5th grades.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CIS Classroom Teachers Science Lab Teacher</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Science Lab Teacher has been supporting classroom teachers with hands-on experiments since August.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Science Lab Teacher has been supporting classroom teachers with hands-on experiments since August.</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> Through field based inquiry, students will have the opportunity to take skills learned in the classroom and apply them in a new setting. Supplemental field trips will be taken to locations that teach or reinforce concepts and skills that are difficult to replicate in the classroom setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Continued learning of skills through enhanced field-based instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals CIS Teachers</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Field Trips that connect to state standards have been planned and will be implemented starting in December.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Some Field Trips have been completed, while others are in the planning stages.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress      Accomplished      Continue/Modify      Discontinue </p>	



















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

**Performance Objective 4:** By the end of the 2023-2024 school year, all students, to include those identified as At Risk, ELL, GT, and Special Education, will achieve a minimum of one year's growth as measured by campus, district, and/or state assessments.

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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> EB students will obtain at a minimum proficiency or better in reading, writing and math. Teachers will use the English Language Proficiency Standards (ELPS) to create and deliver research-based instruction and intervention. Students will engage with materials that will assist with acquiring the English language. Supplies include consumable workbooks and ESL Skill Makers that specifically assists with Listening, Speaking, Reading, and Writing (Answer Blocks).</p> <p><b>Strategy's Expected Result/Impact:</b> Students reading will improve and their reading level, MAP RIT, and Reading STAAR will show growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principals; CIS; ELL Teacher; Classroom Teacher</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<p><b>Nov</b>   <b>November Evidence of Progress</b>            Teachers are utilizing the ELPS and Language Objectives in their classroom to help with Reading, Writing, Listening and Speaking for all students.</p> <p><b>Jan</b>   <b>January Evidence of Progress</b>            Teachers continue to utilize the ELPS and Language Objectives in their classroom to help with Reading, Writing, Listening and Speaking for all 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 2 Details	Reviews
<p><b>Strategy 2:</b> Provide instruction to gifted students both in their area of giftedness and in areas for which they are not identified as gifted. CIS will hold weekly meetings with GT students to provide instruction and support for project-based learning. Students will utilize the color printer to create visual representations of their annual TPSP project. Students will have their needs met through a special TAG project in ART through art school and field-based instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will create a project that ties in math, reading, and science to increase their mastery on the STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, Principal</p> <p><b>Problem Statements:</b> Student Learning 7</p>	<p><b>Nov</b>   <b>November Evidence of Progress</b>            CIS has been helping GT students with finding their project interests.</p> <p><b>Jan</b>   <b>January Evidence of Progress</b>            CIS has been working with GT students to help them on their research for their TPSP projects.</p> <p><b>Mar</b>  <b>March Evidence of Progress</b></p> <p><b>June</b>  <b>June Evidence of Progress</b></p>



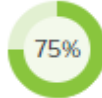




Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Retired teachers will be hired to provide interventions and help with reading and math during the school day for students. Specialized intervention will be provided for special education students and other students below the 40th percentile on MAP.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on yearly summative assessments, universal screeners and STAAR. Student progress will be monitored through regularly scheduled universal screens and unit assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Specialist, Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Four retired teachers have been helping with additional intervention for students in K-2nd.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Four retired teachers have been helping with additional intervention for students in K-2nd.</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 the 23-24 school year, students who are at-risk for failure in reading or math receive small group interventions to close the gaps. Instructional aides will support small group reading and math instruction for students below grade level in 1st-5th grades. These highly qualified aides are trained during the year with phonics, guided reading strategies, and math strategies to support students in closing the gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Data of students served by the aide to include reading levels, TEKS based assessments from small group reading &amp; math groups, MAP, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principals; Classroom Teachers; CIS; SCE Interventionist</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   These interventionists have been pulling small groups since September.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   These interventionists have been pulling small groups since September.</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> Teachers and aides will provide tutoring after school to help close achievement gaps. Healthy snacks will be provided to students who attend the after school tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Data of students served by the aide to include reading levels, TEKS based assessments from small group reading &amp; math groups, MAP, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principals; Classroom Teachers; CIS; SCE Interventionist</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 9</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <p><b>Nov</b></p>  </td> <td data-bbox="1381 115 2034 256"> <p><b>November Evidence of Progress</b></p> <p>Healthy snacks have been purchased.</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p><b>Jan</b></p>  </td> <td data-bbox="1381 272 2034 414"> <p><b>January Evidence of Progress</b></p> <p>Healthy snacks have been purchased.</p> </td> </tr> <tr> <td data-bbox="1262 430 1381 467"> <p><b>Mar</b></p> </td> <td data-bbox="1381 430 2034 467"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 483 1381 521"> <p><b>June</b></p> </td> <td data-bbox="1381 483 2034 521"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>Healthy snacks have been purchased.</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Healthy snacks have been purchased.</p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue						

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

**Performance Objective 5:** 75% of the students enrolled in the Elementary DAEP program during the 23-24 school year will be passing math, reading, and science.


**Evaluation Data Sources:** Progress reports, report cards, CUA data, MAP data









Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Elementary DAEP staff will work with students on closing gaps in their learning through small group interventions while in the program. These interventions will target core subjects. Instructional resources such as manipulatives, hands-on games, and reading materials will be needed. Students who have demonstrated positive behaviors will be able to work for small incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary DAEP staff</p> <p><b>Problem Statements:</b> Demographics 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A Additional work is still needed in this area.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  Additional work is still needed in this area.</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 be provided instruction on digital platforms to increase their keyboarding skills which are used for district and state assessments. Students are not skilled in digital communications as needed for constructed responses on their online assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Mastery of TEKS in all content areas. Keyboarding skills will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary DAEP staff Principal</p> <p><b>Problem Statements:</b> Demographics 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>  Keyboarding classes are being implemented into the 2nd and 3rd grade classes on a weekly basis.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  Keyboarding classes are being implemented into the 1st, 2nd and 3rd grade classes on a weekly basis.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

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

**Performance Objective 1:** By June 2024, 100% of teachers will participate in professional learning to increase rigor and alignment in instruction for all students grades PK-5th.

**Evaluation Data Sources:** Teachers will sign in for each after school PD and or PLC attended.





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> The campus will have opportunities to attend professional development in the district or at a conference to develop highly effective instructional strategies to impact student achievement in reading, math, science, and writing. Teachers will discuss strategies and learn collaboratively to increase our instructional core. On-campus PD will be conducted with presenters from Get Your Teach On "The Mini-Experience" during in-service to work on grade level specific strategies for reading &amp; math content and student engagement. Additional book work will be done in PLC's utilizing the Teaching Students to Drive Their Learning Playbook by Fisher, Frey, and Hattie.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendees will be able to focus on strategies that impact both planning, classroom instruction, and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals CIS Classroom Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> N/A                      Additional work is needed on this strategy.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>                       Some teachers will be attending the STAAR Review through Lead4Ward. Technologist has asked staff on what PD they might want to learn more about.</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 participate in PLCs to build their capacity to meet the students' needs and to review data and monitor red-line TEKS. We will also plan extended PLC times to plan on more focused instruction and interventions. As part of their PLC planning, teachers will utilize the visual curriculum awareness tool that is aligned to the TEKS. The tool will specifically allow teachers to understand vertical and horizontal alignment for the state standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will grow in academics due to teacher planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Assistant Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   PLC's have been established and in place since September.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   PLC's have been established and in place since September.</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 planning days will be scheduled for classroom teachers to study district and state curriculum documents. Teachers will adhere to the district planning process to ensure targets are aligned with rigorous tasks through the gradual release of the responsibility model. Teacher will plan for common formative and summative assessments to guide future instruction and drive the intervention process.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is increased teacher clarity and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CIS</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   PD has been planned by the district for our teachers on instructional planning days.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   PD has been planned by the district for our teachers on instructional planning days.</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 3:** Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.







**Performance Objective 1:** Parent involvement will increase by 5% in the 23-24 school year. This will be done through parent conferences, parent awareness meetings, and family and community nights.

**Evaluation Data Sources:** This will be documented through sign-in sheets and surveys.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide evening learning events for parents: Academic Nights provide children a chance to strengthen their academic skills. We will continue to use Monthly Newsletters, Connect Ed calls, SBDM, Public Forum, Home School Compact, and Parent Conferences to keep parents informed and connected to the school.</p> <p><b>Strategy's Expected Result/Impact:</b> The impact will be parents, students, and teachers have a shared vision for the learning.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Night Committees, teachers, Principal, Assistant Principals, CIS</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Parents have been actively involved in several events this school year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   A 2nd Parent/Teacher Conference has been scheduled for the last week in Feb. Science Night has been scheduled for March 21st. Title I meeting will also occur on March 21st.</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> Provide parents of English Learners with information and training session(s) on strategies for supporting language acquisition, literacy skills, and content area vocabulary development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent engagement Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> ESL teacher Admin team</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Parent Night was completed in September. More work is needed on this strategy.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   More work is needed on this strategy.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>






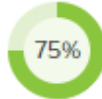
Strategy 3 Details	Reviews														
<p><b>Strategy 3:</b> Parents and family members will be invited to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the early spring. The Parent and Family Engagement Policy will be included in the Parent Handbook, posted on the campus website, and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and family members will have a role in developing, reviewing/revising PAFE &amp; Home-School Compact.</p> <p><b>Staff Responsible for Monitoring:</b> Admin team</p> <p><b>Title I:</b> 4.1</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<table border="0"> <tr> <td data-bbox="1297 120 1360 147"><b>Nov</b></td> <td data-bbox="1535 120 1902 147"><b>November Evidence of Progress</b></td> </tr> <tr> <td data-bbox="1297 155 1360 183">N/A</td> <td data-bbox="1415 155 1864 183">Meeting will be scheduled for the Spring.</td> </tr> <tr> <td data-bbox="1297 207 1360 235"><b>Jan</b></td> <td data-bbox="1545 207 1892 235"><b>January Evidence of Progress</b></td> </tr> <tr> <td data-bbox="1283 243 1375 337"></td> <td data-bbox="1415 243 1703 271">Scheduled for March 21st.</td> </tr> <tr> <td data-bbox="1297 362 1360 389"><b>Mar</b></td> <td data-bbox="1556 362 1881 389"><b>March Evidence of Progress</b></td> </tr> <tr> <td data-bbox="1297 414 1360 441"><b>June</b></td> <td data-bbox="1566 414 1871 441"><b>June Evidence of Progress</b></td> </tr> </table>	<b>Nov</b>	<b>November Evidence of Progress</b>	N/A	Meeting will be scheduled for the Spring.	<b>Jan</b>	<b>January Evidence of Progress</b>		Scheduled for March 21st.	<b>Mar</b>	<b>March Evidence of Progress</b>	<b>June</b>	<b>June Evidence of Progress</b>		
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<b>June</b>	<b>June Evidence of Progress</b>														
Strategy 4 Details	Reviews														
<p><b>Strategy 4:</b> The Annual Title I meeting will be held each fall and will be offered at various times and dates. Parents will be notified in advance of the meetings so that they are able to attend at the time that is most convenient for them. The agenda for the meetings will include a 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><b>Strategy's Expected Result/Impact:</b> More parents and family members will be able to attend meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Admin team</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<table border="0"> <tr> <td data-bbox="1297 596 1360 623"><b>Nov</b></td> <td data-bbox="1535 596 1902 623"><b>November Evidence of Progress</b></td> </tr> <tr> <td data-bbox="1283 631 1375 725"></td> <td data-bbox="1415 631 1923 659">Fall Annual Meeting was held in Sept/October.</td> </tr> <tr> <td data-bbox="1297 750 1360 777"><b>Jan</b></td> <td data-bbox="1545 750 1892 777"><b>January Evidence of Progress</b></td> </tr> <tr> <td data-bbox="1283 786 1375 880"></td> <td></td> </tr> <tr> <td data-bbox="1297 904 1360 932"><b>Mar</b></td> <td data-bbox="1556 904 1881 932"><b>March Evidence of Progress</b></td> </tr> <tr> <td data-bbox="1283 940 1375 1034"></td> <td></td> </tr> <tr> <td data-bbox="1297 1058 1360 1086"><b>June</b></td> <td data-bbox="1566 1058 1871 1086"><b>June Evidence of Progress</b></td> </tr> </table>	<b>Nov</b>	<b>November Evidence of Progress</b>		Fall Annual Meeting was held in Sept/October.	<b>Jan</b>	<b>January Evidence of Progress</b>			<b>Mar</b>	<b>March Evidence of Progress</b>			<b>June</b>	<b>June Evidence of Progress</b>
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Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> The childhood literacy program, Little Bulldogs, will offer interventions and exposure to school for non-school aged children each week.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is to provide early childhood education and positive community relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principal Assistant Principal CIS</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Little Bulldogs has been implemented. Two meetings have been held with the rest scheduled out for the year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Little Bulldogs happens once a month and has been scheduled out through April.</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:** Create a safe, secure environment to educate our students on bullying, violence prevention, and conflict resolution.

**Evaluation Data Sources:** Discipline Referrals  
Counselor Reports  
Safety Documentation

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> For safety, any adult entering the school will be required to show a valid ID for entrance and use the school check-in system. Students who travel on campus will utilize the Buddy System in grades PK - 2nd. Require all staff to send any student to the clinic with a completed clinic pass upon student request or student evidence of need (when in doubt, staff will send student to the clinic). Follow procedures for playground, cafeteria, and hallway. Expect staff to wear ID badges at all times. All staff will work toward a safe environment for students and staff while providing a positive environment for growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Locking security door schedule, ID check, signage, clinic passes, and observing buddy system.</p> <p><b>Staff Responsible for Monitoring:</b> All Fowler staff</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   These procedures have been in place since the start of the school year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   These procedures have been in place since the start of the school year.</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> School Counselors will provide guidance lessons for students to promote positive behavior and leadership traits, character education, and increase the awareness of school safety in areas of anti-bullying. Students will be able to earn prizes from the Counselor Store for exhibiting positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is an increase in positive student behaviors and peer relationships. Additionally, to reduce discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Assistant Principals Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Guidance counseling has been implemented within the classroom setting, small groups, and through individual counseling.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Guidance Lessons have been ongoing. Counselor store is in the works, but in the meantime, they are passing out gold coins to get books out of the library vending machine.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> The campus will utilize the Bully Reporting system, discipline referrals, and reports from staff to prevent, respond to, and prevent bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> To encourage students to share concerns with an adult.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors Classroom Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Discipline referrals have been looked at by the administrative team and counselors have been supporting small groups/individuals with personal needs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Discipline referrals have been looked at by the administrative team and counselors have been supporting small groups/individuals with personal 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 4 Details	Reviews
<p><b>Strategy 4:</b> The Campus Conduct Committee will review discipline referrals each month. They will create informal plans to assist with student behaviors. Additional support will be provided to the teacher with help in utilizing Restorative Practices in their room. Specific locations will be created where the students will be able to go and utilize strategies and resources to help reduce anxiety and improve their social and emotional interactions in the school building.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff will implement restorative practices and offer student conflict resolution opportunities. Decrease in discipline referrals and increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> All Fowler Staff</p> <p><b>Title I:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The CCC meets monthly to discuss behavior.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The CCC meets monthly to discuss behavior.</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> Elementary DAEP will incorporate the Live School positive behavior tracking system.</p> <p><b>Strategy's Expected Result/Impact:</b> Help students attending DAEP with their social-emotional learning through this behavior management system. Reframing their mindset with positive interactions. In addition, Live school is also the communication tool to keep parents informed.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary DAEP personal.</p> <p><b>Problem Statements:</b> Demographics 3</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> More work is needed in this area.</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

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





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


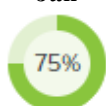

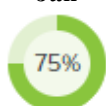

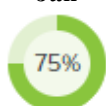












Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Students will participate in moderate or vigorous physical activity for at least 30 minutes daily throughout the school year as part of the district's physical education curriculum or through structured activity during the campuses daily recess. Students in grades 3rd-5th will participate in the Fitness Gram.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student health through daily exercise. Fitness Gram Reporting</p> <p><b>Staff Responsible for Monitoring:</b> PE and classroom teachers</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Students have at least 30 minutes of daily physical activity.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Students have at least 30 minutes of daily physical activity.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

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

**Performance Objective 1:** By June 2024, Fowler ES will effectively manage resources, and operations 100% of the time so that learning time is maximized and all local, state, and federal requirements are met or exceeded.

**Evaluation Data Sources:** Tutoring logs; Local, state, federal requirement monitoring findings.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> The campus will continue a systematic approach to the budget's analysis and expenses by meeting weekly to review budget expenses.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is improved alignment of expenditures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal Secretary</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Weekly meetings are held to review budget items.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Weekly meetings are held to review budget items.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> To build a safe and secure learning environment, all stakeholders will have an awareness of appropriate health and safety practices. The campus will conduct monthly emergency operations and drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote a safe and secure school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> The campus has implemented all required drills each month.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> The campus has implemented all required drills each month.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews								
<p><b>Strategy 3:</b> The leadership team will conduct weekly leadership meetings to coordinate resources to best meet the needs of students, parents, and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is improved systems and the use of resources.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <p><b>Nov</b></p>  </td> <td data-bbox="1381 115 2028 256"> <p><b>November Evidence of Progress</b></p> <p>Weekly meetings have been held.</p> </td> </tr> <tr> <td data-bbox="1262 261 1381 402"> <p><b>Jan</b></p>  </td> <td data-bbox="1381 261 2028 402"> <p><b>January Evidence of Progress</b></p> <p>Weekly meetings have been held.</p> </td> </tr> <tr> <td data-bbox="1262 407 1381 467"> <p><b>Mar</b></p> </td> <td data-bbox="1381 407 2028 467"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 472 1381 532"> <p><b>June</b></p> </td> <td data-bbox="1381 472 2028 532"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>Weekly meetings have been held.</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Weekly meetings have been held.</p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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