

**Killeen Independent School District**  
**Pershing Park Elementary School**  
**2023-2024 Formative Review with Notes**



# **Mission Statement**

**Empower children to reach their highest potential by pursuing a lifelong passion for learning through a collaboration of home, school, and community.**

## **Vision**

**Through the creation of innovative and rigorous lessons, we will inspire all students to achieve their personal best.**

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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 2023-2024 school year, student achievement in reading on campus, district, and state assessments will increase at approaches, meets, and masters by 8%.





**Evaluation Data Sources:** CIRCLE, MAP, CUA's, STAAR





**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> To increase reading achievement, students will be provided TEKS-aligned instruction through the use of Next Generation Balanced Literacy along with provided guided reading and through the use of online programs for instruction and practice, such as, NewsELA, Reading A-Z, Brainpop, and Beanstack.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in percentage of students who meet standards on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, CIS, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Subscriptions purchased and being utilized in classrooms.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Subscriptions purchased and being utilized in classrooms. ESGI bought in January and Sirius implemented.</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> Administrators and CIS will support teachers toward implementation of CFA 2.0 Unit Planning Process by regularly collaborating, observing, and coaching teachers in PLC's and individual conferences to ensure fidelity and rigorous instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in percentage of students who meet standards on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Planning process conducted weekly.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Planning process conducted weekly.</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> Curriculum Instructional Specialists will provide training and professional development on research based instructional strategies and model exemplar lessons to strengthen core literacy instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in percentage of students who meet standards in reading on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Empowering Writers, New Teacher sessions, Phonics, Interventions, Hands on Math</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Empowering Writers, New Teacher sessions, Phonics, Interventions, Hands on Math, Vocabulary</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> Additional paraprofessionals will be funded by the campus to assist with small group instruction and targeted support in reading fluency and comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> IA's support students through small group instruction.</p> <p> 25%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> IA's support students through small group instruction.</p> <p> 50%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> A Reading Specialist, two Interventionists and three intervention aides will provide focused interventions based on student data in grades K-5. Students identified with both academic and behavioral challenges will receive support within the classroom as well as in small group settings that incorporates behavioral strategies in addition to supplemental instruction targeting learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase in campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4, 11</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> The intervention block is built into the master schedule.</p> <p> 25%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> The intervention block is built into the master schedule. In addition, AM tutoring has been built in.</p> <p> 50%</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> Struggling students will be referred to Response to Intervention (RTI). Research-based interventions will be put into place to address the gaps in learning and will be monitored by the committee. Both online and small group interventions will be utilized as appropriate to meet the needs of each individual student.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase in campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> RTI Committee, Teachers, AP, CIS, Principal</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> RTI plans are put into place and progress tracked.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> RTI plans are put into place and progress tracked.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> The librarian will plan and provide lessons in the library based on grade level or class academic needs on the weekly flex day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Students attend scheduled library sessions.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Students attend scheduled library sessions.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Campus leadership will perform regular classroom walk-through observations to monitor fidelity of literacy instruction and Gradual Release of Responsibility.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> AP, Principal</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 4 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   At least two walkthroughs or 1 walkthrough has been conducted.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   At least 2 walkthroughs and a coaching walk has been conducted.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> The I-station program will be utilized to provide students with an individualized learning path to enhance their reading skills, track their progress, and provide teachers with formative assessments to guide their instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in CUA scores, MAP, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP's, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   i-Station data is monitored and tracked by student, teacher, and Admin.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   i-Station data is monitored and tracked by student, teacher, and Admin. Student growth parties have been implemented.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



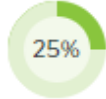







Strategy 10 Details	Reviews								
<p><b>Strategy 10:</b> A spiral review will be completed daily to reinforce lessons and target specific TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4, 11</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>Walkthrough data</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p><b>Jan</b></p>  </td> <td data-bbox="1381 272 2028 414"> <p><b>January Evidence of Progress</b></p> <p>Walkthrough data Sirius spiral Lonestar Math</p> </td> </tr> <tr> <td data-bbox="1262 430 1381 467"> <p><b>Mar</b></p> </td> <td data-bbox="1381 430 2028 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 2028 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>Walkthrough data</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Walkthrough data Sirius spiral Lonestar Math</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>
<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>Walkthrough data</p>								
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<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"> No Progress</td> <td style="text-align: center;"> Accomplished</td> <td style="text-align: center;"> Continue/Modify</td> <td style="text-align: center;"> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
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**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 2023-2024 school year, student achievement in math on campus, district, and state assessments will increase at approaches, meets, and masters by 10%.







**Evaluation Data Sources:** CIRCLE, MAP, CUA's, STAAR

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will collaborate with CIS and administrators in PLC's to plan high quality math lessons using the CFA 2.0 Planning Process.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 6, 7 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Planning sessions are held weekly and afterschool.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Planning sessions are held weekly and afterschool.</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> In PLC's, teachers will examine data using the CUA and PA data protocol to provide focused instruction and targeted interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 6, 7 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Data is reviewed during PLCs and planning sessions.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Data is reviewed during PLCs and planning sessions.</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> Math lessons will regularly incorporate hands-on activities to help students move from concrete to abstract. (Guided math, use of manipulatives, centers/stations, technology).</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Walkthroughs </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Walkthroughs </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> Fact fluency, number sense, and problem-solving practice will be included in the daily math instruction block. Lonestar Math will be used in grades 3-5 to review previously taught skills, as well as Sirius STAAR prep as a spiral review.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Lonestar math has been implemented in grades 3-5. </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Lonestar math has been implemented in grades 3-5. </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> Additional support will be provided to At-Risk students by two interventionists after identifying needs in math that is based on formative and summative assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage at meets on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Interventions are completed during the day.</p> <p> 25%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Interventions are completed during the day and in morning tutoring.</p> <p> 50%</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> Additional paraprofessionals will be funded and used to provide small group instruction and targeted support in math fluency, problem solving, and computation.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase in campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Paraprofessionals are assigned to a grade level for small group instruction.</p> <p> 25%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Paraprofessionals are assigned to a grade level for small group instruction.</p> <p> 50%</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> Struggling students will be referred to Response to Intervention (RTI). Interventions will be put into place to address the gaps in learning and monitored by the committee. (STmath, Do the Math, AMI).</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> RTI Committee, Teacher, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3, 6, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   RTI meetings are scheduled and conducted by the CIS and committee.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   RTI meetings are scheduled and conducted by the CIS and committee.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Curriculum Instructional Specialists will provide training and professional development on research based instructional strategies and model exemplar lessons to strengthen math instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase in campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   PD sessions have been hosted afterschool and during PD days.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Additional Empowering Writers, Vocabulary, iStation</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> The STmath program will be used in grades K-5 to support critical thinking and problem solving skills. In addition, the campus will adopt the STmath problem solving process that is differentiated across grade levels and is available in both English and Spanish to provide students with strategies for mathematical processes.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in scores on CUA's, MAP, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Students, teachers, and Admin. monitor the STmath usage and data.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Students, teachers, and Admin. monitor the STmath usage and data. Growth parties have been implemented.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

**Performance Objective 3:** By the end of 2023-2024 school year, student achievement in science on campus, district, and state assessments will increase at approaches, meets, and masters by 10%.

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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Students in grades 3-5 attend science lab weekly for hands-on science instruction. The campus will fund a full-time Science lab teacher. The Science lab teacher will co-teach in 5th grade classrooms to provide additional instructional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase in campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Science Lab Teacher, Classroom Teacher, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The Science teacher provides hands on science investigations for grades 3-5. She pushes into the 5th grade classroom for additional support.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The Science teacher provides hands on science investigations for grades 3-5. She pushes into the 5th grade classroom for additional support.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> In PK-1st 80% of science instruction will be hands on experiences. Hands on investigations will be 50-60% of science instruction in grades 2-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Walkthrough data and lesson plans</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Walkthrough data and lesson plans</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



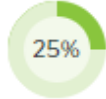

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Grade level teachers will plan science instruction collaboratively using Backward Design and the DOK matrix. Higher level questioning and target/task alignment will be focused upon.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Weekly grade level planning sessions.</p> <p> 25%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Weekly grade level planning sessions.</p> <p> 50%</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> Curriculum Instructional Specialists will provide training and professional development on research based instructional strategies and model exemplar lessons to strengthen science instruction. The CIS will work with teachers on integrating science into other content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> CIS,AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> PD has been conducted in afterschool sessions and during PD days.</p> <p> 25%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> PD has been conducted in afterschool sessions and during PD days.</p> <p> 50%</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>	











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
**Performance Objective 4:** By June 2024, low performing student groups (ELL, SpEd, African American, At-Risk, and Economically Disadvantaged) will increase at approaches, meets and masters by 10% on campus, district, and state assessments in STAAR tested content areas.







**Evaluation Data Sources:** Percentage increase on campus, district, and state assessments.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Targeted interventions will be provided to at-risk students by an intervention team of 5 intervention teachers and 3 intervention aides in reading and math. Three additional intervention aides will be funded by the campus to support small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, CIS, Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 11</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The intervention block is built into the master schedule.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The intervention block is built into the master schedule.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Targeted support for IEP goals will be provided to the Special Education student group through the use of research-based interventions in reading and math (Successmaker online adaptive learning program).</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The campus is fully staffed with 4 resource/inclusion teachers, and 2 BMU teachers to provide services.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The campus is fully staffed with 4 resource/inclusion teachers, and 2 BMU teachers to provide services.</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> Bilingual program teachers will utilize English Language Proficiency Strategies to facilitate structured conversations to support language development for Spanish language students.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase of campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Learning objectives are posted and reviewed during the lesson. The progression chart contains ELP strategies.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Learning objectives are posted and reviewed during the lesson. The progression chart contains ELP strategies.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> The ELL teachers will support ELL students in the language arts and instructional settings by collaborating with regular education and special education teachers to ensure vocabulary and literacy skills that are taught in small group will transfer to classwork. The ELL teachers will integrate technology that encourages English vocabulary development in real-world situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase in campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The ESL teachers provide small group instruction during the intervention block and push into classrooms with ESL students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The ESL teachers provide small group instruction during the intervention block and push into classrooms with ESL 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 5 Details	Reviews
<p><b>Strategy 5:</b> The Wilson Reading Program will be provided to dyslexia students through the Reading in the Content Area (RICA) Teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase in campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> RICA Teacher, Classroom Teacher, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Two RICA teachers provide dyslexia services.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Two RICA teachers provide dyslexia services.</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> GT teachers will provide differentiated instruction and challenging learning experiences for gifted and talented students. Supplies will be purchased to support the GT students with their TPSP projects as well as logic puzzles/brainteasers and STEM kits to foster the differentiation during stations and interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 10</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Students are placed in a classroom with a certified GT teacher and are pulled additional for enrichment on Fridays.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Students are placed in a classroom with a certified GT teacher and are pulled additional for enrichment on Fridays.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



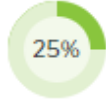

Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> After school tutoring will be available for At-Risk students to close the gaps in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 4, 6, 8</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Afterschool tutoring began in October.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Afterschool tutoring began in October. AM tutoring began in January.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Students will participate in field based instruction (FBI) that provides them real world hands-on experiences that will allow them to build background knowledge and make connections to classroom learning. Field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting. Where appropriate, learning experiences may be brought to the campus instead of having students travel out. The FBI provides an opportunity for students to use critical thinking and apply skills learned within the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase in campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AP's, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> PK has participated in a FBI</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> All grade levels have an FBI planned for second semester.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> The Summit K12 program will be implemented with fidelity for all Emergent Bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in TELPAS scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 9</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers monitor the progress of EBs in the Summit K12 program.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers monitor the progress of EBs in the Summit K12 program.</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 5:** By the end of 2023-2024 school year, through the consistent implementation of all Balanced Literacy components, 60% of all students (grades 3 - 5) will meet grade level standard on the Reading STAAR test to include the new writing components.

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





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Classroom teachers will plan and deliver literacy instruction using Empowering Writers in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase in campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP, Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 11</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Empowering Writers strategies and lessons are written into the unit progression chart. Additional PD has been completed on campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Empowering Writers strategies and lessons are written into the unit progression chart. Additional PD has been completed on campus.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Performance assessments and common unit assessments will be administered throughout the year to monitor progress and to guide instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4, 11 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Data is uploaded into Eduphoria and the CUA protocol is conducted during planning.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Data is uploaded into Eduphoria and the CUA protocol is conducted during planning.</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> Classroom teachers will utilize the Benchmark kits to increase academic vocabulary knowledge.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in vocabulary knowledge</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 9, 11</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers in K-3 use the benchmark kits with fidelity as evidenced in walkthroughs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers in K-3 use the benchmark kits with fidelity as evidenced in walkthroughs.</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> In conjunction with accountable talk strategies, The 7 Steps will be utilized with fidelity to increase student discourse and use of academic vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase to 50% of instruction in the collaborative phase of the GRR and an increase in the rigor of the lesson through the use of student discourse.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Sentence stems are posted in classrooms and 7 Steps training has been conducted.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Sentence stems are posted in classrooms and 7 Steps training has been conducted.</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 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, students in grades PK-3 will increase their phonological awareness in the areas of phonics, fluency, vocabulary and text comprehension by scoring at least a 80% on the EOY CIRCLE assessment and increase their EOY MAP score on foundational skills to Meets or Above .

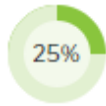

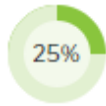

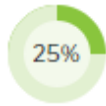













**Evaluation Data Sources:** Fountas and Pinnell Word Study System Assessments and Benchmark System

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers in K-2 and 3rd grade will receive training on the science of teaching reading (STR) through TRA ESC Region 12.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in phonological awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, AP, CIS, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Ongoing training </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Ongoing training </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> Explicit and systematic lessons based on data to teach STR components will be used daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in phonological awareness</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Unit progression chart and walkthroughs </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Unit progression chart and walkthroughs </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 reading interventionist will work with student and teachers to support STR literacy competencies through weekly co-teaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase phonological awareness</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Small group instruction is provided during the intervention block and the Reading Specialist provides co-teaching support within classrooms.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Small group instruction is provided during the intervention block and the Reading Specialist provides co-teaching support within 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 4 Details	Reviews
<p><b>Strategy 4:</b> Content area reading strategies to include, The Essentials, The 7 Steps to a Language-Rich Interactive Classroom, and Lead4ward will be used to develop academic vocabulary. The English Language Proficiency Standards (ELPS) will be integrated into lessons with fidelity with language objectives posted.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in use of academic vocabulary</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 3 - Student Learning 4 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Unit progression chart and walkthrough data.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Unit progression chart and walkthrough 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> The Benchmark system will be used with fidelity to increase phonological awareness and vocabulary development.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in Vocabulary development on MAP assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 4 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The Benchmark system is being implemented with fidelity in grades K-3. Additional PD and support has been conducted.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The Benchmark system is being implemented with fidelity in grades K-3. Additional PD and support has been conducted.</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> An English Language Development (ELD) block will be incorporated into 3rd-5th bilingual classrooms daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in phonics skills and reading achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 9 - School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The ELD block is scheduled in the 3rd-5th grade classrooms.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The ELD block is scheduled in the 3rd-5th grade classrooms.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>




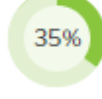
Strategy 7 Details	Reviews								
<p><b>Strategy 7:</b> Pre-kindergarten and Kindergarten classrooms will implement the dual language model of bilingual education using three phases of instruction to increase linguistic acquisition in both English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in oracy and linguistic development in both languages to enhance student achievement through the content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, CIS, AP, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 9 - School Processes &amp; Programs 2</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>PK and Kinder have implemented the dual language program.</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p><b>Jan</b></p>  </td> <td data-bbox="1381 272 2028 414"> <p><b>January Evidence of Progress</b></p> <p>PK and Kinder have implemented the dual language program.</p> </td> </tr> <tr> <td data-bbox="1262 430 1381 467"> <p><b>Mar</b></p> </td> <td data-bbox="1381 430 2028 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 2028 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>PK and Kinder have implemented the dual language program.</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>PK and Kinder have implemented the dual language program.</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 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 2023, 100% of professional staff members will participate in a variety of research-based professional development opportunities to support instruction in the classroom and align with the campus and district goals.

**Evaluation Data Sources:** Transcripts, workshop certificates, PD sign-in sheets

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will work collaboratively in PLC's using the C.F.A 2.0 planning process and CUA data protocol to design effective lessons. Additional grade level planning opportunities will be provided each 9-week period for teachers to analyze state standards and to design content area lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative planning will result in effective instruction in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, CIS, SBDM</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   An additional grade level planning day was provided to teachers.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   An additional grade level planning day was provided to teachers.</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> Administrators will conduct coaching walk throughs, two times a year, to strengthen the instructional core.</p> <p><b>Strategy's Expected Result/Impact:</b> The data collected will drive our professional development planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   At least 2 walkthroughs have been conducted in 80% of classrooms.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   At least 2 walkthroughs and 1 coaching walk was completed.</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> Provide ongoing, research-based professional development opportunities for teachers, administrators, and support staff working with special populations. (Gaining Teacher Clarity in Literacy, Cultivating Scientific Literacy, Innovative Schools Summit, Region 12, and Lead4ward).</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers have attended professional learning conferences.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers have attended professional learning conferences.</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> Teachers will participate in GT training to increase the identification of GT students.</p> <p><b>Strategy's Expected Result/Impact:</b> Identifying GT students</p> <p><b>Staff Responsible for Monitoring:</b> CIS, AP, Principal</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Students are scheduled in classrooms with a certified GT teacher.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Students are scheduled in classrooms with a certified GT teacher.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

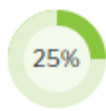

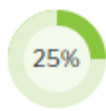

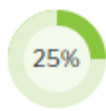



















Strategy 5 Details	Reviews								
<p><b>Strategy 5:</b> Teachers will participate in research-based professional development opportunities on the ELPS and dual language strategies to support students in ESL and bilingual programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Vocabulary development, Increased listening and speaking scores on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 9 - School Processes &amp; Programs 2</p>	<table border="0"> <tr> <td data-bbox="1262 120 1381 256"> <p><b>Nov</b></p>  </td> <td data-bbox="1381 120 2034 256"> <p><b>November Evidence of Progress</b></p> <p>PD has been conducted prior to the start of the school year and on-going the first semester.</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 409"> <p><b>Jan</b></p>  </td> <td data-bbox="1381 272 2034 409"> <p><b>January Evidence of Progress</b></p> <p>PD has been conducted prior to the start of the school year and on-going the first semester.</p> </td> </tr> <tr> <td data-bbox="1262 425 1381 457"> <p><b>Mar</b></p> </td> <td data-bbox="1381 425 2034 457"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 474 1381 506"> <p><b>June</b></p> </td> <td data-bbox="1381 474 2034 506"> <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>PD has been conducted prior to the start of the school year and on-going the first semester.</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>PD has been conducted prior to the start of the school year and on-going the first semester.</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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<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>								
Strategy 6 Details	Reviews								
<p><b>Strategy 6:</b> GT students will participate in field based instruction to enhance their learning. by providing hands-on experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> CIS, AP, Principal</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 3, 10</p>	<table border="0"> <tr> <td data-bbox="1262 623 1381 688"> <p><b>Nov</b></p> <p>N/A</p> </td> <td data-bbox="1381 623 2034 688"> <p><b>November Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 704 1381 769"> <p><b>Jan</b></p> <p>N/A</p> </td> <td data-bbox="1381 704 2034 769"> <p><b>January Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 786 1381 818"> <p><b>Mar</b></p> </td> <td data-bbox="1381 786 2034 818"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 834 1381 867"> <p><b>June</b></p> </td> <td data-bbox="1381 834 2034 867"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> <p>N/A</p>	<p><b>November Evidence of Progress</b></p>	<p><b>Jan</b></p> <p>N/A</p>	<p><b>January Evidence of Progress</b></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 3:** Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

**Performance Objective 1:** By June 2023, parent and community involvement will increase from 568 on average attendance to 650 attendees.

**Evaluation Data Sources:** Percentage of positive parent and community surveys and percentage of change in attendance on Parent Liaison logs

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide parents opportunities to participate in activities that enhance student achievement and attendance: Meet the Teacher, Open House, Nutrition Program, Parent conference opportunities, Parenting sessions, Digital Wellness session, Family Nights, Public meeting for input on Student Compacts and Written Parent and Family Engagement Policy, Effective Schools Project and Annual Title I Meeting. Communication with parents will be in both English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of positive parent and community surveys and percentage of change in attendance on Parent Liaison logs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, CIS, Parent Liaison, SBDM</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Hispanic Heritage- 482 Fall Festival- 321</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Hispanic Heritage- 482 Fall Festival- 321 Winter Literacy Night</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> Host weekly sessions during the day for bilingual parents to attend for English Language acquisition and also parent training sessions specific to the needs of EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of positive parent and community surveys and percentage of change in attendance on Parent Liaison logs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, CIS, Parent Liaison, SBDM</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> An EB parent session was held. Language classes are offered weekly. 1st and 2nd grade level parent sessions were offered.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> An EB parent session was held. Language classes are offered weekly. 1st and 2nd grade level parent sessions were offered.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>


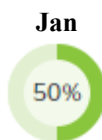


Strategy 3 Details	Reviews								
<p><b>Strategy 3:</b> Parent liaison will provide preschool children with opportunities to learn readiness skills at weekly meetings of "Little Pumas" during which time parents will be provided with strategies and tips on how to support literacy and language development at home .</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of positive parent and community surveys and percentage of change in attendance on Parent Liaison logs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CIS, Parent Liaison, SBDM</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <b>Nov</b>   </td> <td data-bbox="1381 115 2034 256"> <b>November Evidence of Progress</b>            The parent liason hosts Little Pumas weekly.         </td> </tr> <tr> <td data-bbox="1262 261 1381 402"> <b>Jan</b>   </td> <td data-bbox="1381 261 2034 402"> <b>January Evidence of Progress</b>            The parent liason hosts Little Pumas weekly.         </td> </tr> <tr> <td data-bbox="1262 407 1381 467"> <b>Mar</b> </td> <td data-bbox="1381 407 2034 467"> <b>March Evidence of Progress</b> </td> </tr> <tr> <td data-bbox="1262 472 1381 532"> <b>June</b> </td> <td data-bbox="1381 472 2034 532"> <b>June Evidence of Progress</b> </td> </tr> </table>	<b>Nov</b> 	<b>November Evidence of Progress</b> The parent liason hosts Little Pumas weekly.	<b>Jan</b> 	<b>January Evidence of Progress</b> The parent liason hosts Little Pumas weekly.	<b>Mar</b>	<b>March Evidence of Progress</b>	<b>June</b>	<b>June Evidence of Progress</b>
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<b>Mar</b>	<b>March Evidence of Progress</b>								
<b>June</b>	<b>June Evidence of Progress</b>								
Strategy 4 Details	Reviews								
<p><b>Strategy 4:</b> Parent training sessions will be offered to provide strategies for parents to support their student in the areas of academics, nutrition, and social-emotional tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Partnership between home and school to improve academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Counselors, AP, Principal</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<table border="0"> <tr> <td data-bbox="1262 618 1381 760"> <b>Nov</b>   </td> <td data-bbox="1381 618 2034 760"> <b>November Evidence of Progress</b>            Parent curriculum session            Counseling sessions            Special Program sessions         </td> </tr> <tr> <td data-bbox="1262 764 1381 906"> <b>Jan</b>   </td> <td data-bbox="1381 764 2034 906"> <b>January Evidence of Progress</b>            Parent curriculum session            Counseling sessions            Special Program sessions         </td> </tr> <tr> <td data-bbox="1262 911 1381 971"> <b>Mar</b> </td> <td data-bbox="1381 911 2034 971"> <b>March Evidence of Progress</b> </td> </tr> <tr> <td data-bbox="1262 976 1381 1036"> <b>June</b> </td> <td data-bbox="1381 976 2034 1036"> <b>June Evidence of Progress</b> </td> </tr> </table>	<b>Nov</b> 	<b>November Evidence of Progress</b> Parent curriculum session Counseling sessions Special Program sessions	<b>Jan</b> 	<b>January Evidence of Progress</b> Parent curriculum session Counseling sessions Special Program sessions	<b>Mar</b>	<b>March Evidence of Progress</b>	<b>June</b>	<b>June Evidence of Progress</b>
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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.


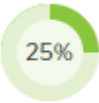

**Performance Objective 1:** By June 2024, student code of conduct referrals will decrease by 5%.









**Evaluation Data Sources:** Percentage of change in SCOC referrals

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Three full-time counselors will support students in crisis situations through individual and group discipline management programs. Counselors will provide training in school safety, drug awareness, and bullying. They will support the social emotional learning of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselor log counts, Percentage of change in SCOC counts</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Assistant Principals, Principal, SBDM</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Whole group classes, small group sessions, one-on-one</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Whole group classes, small group sessions, one-on-one</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> A social emotional learning counselor will provide academic, social and behavioral support and guidance to at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage increase on campus, district, and state assessments. A decrease in behavior referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, AP, Principal</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> small group sessions</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> small group sessions</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> To promote physical and psychological well-being, students will participate in at least 135 minutes per week of physical activity .</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease stress and anxiety</p> <p><b>Staff Responsible for Monitoring:</b> PE Teachers, AP, Principal</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Part of the master schedule</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Part of the master schedule</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> To maintain a safe school environment, visitors will sign-in at the front office using the TPASS visitor Management System. Visitors will be required to wear the badge while on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Ability to account for visitors on-campus.</p> <p><b>Staff Responsible for Monitoring:</b> Secretaries, AP, Principal</p> <p><b>Title I:</b> 2.5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> 100% ID check</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> 100% ID check</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> Restorative Practices will be implemented campus-wide. Admin., Support Staff, and Teachers will receive PD. The campus will review one new strategy at each staff meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in behavior referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AP, Principal</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> 100% of staff trained </p> <p><b>Jan</b> <b>January Evidence of Progress</b> 100% of staff trained </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> The campus will utilize the Yoga Ed. program campus-wide to support mindfulness, self-regulation skills, to promote physical and mental well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in behavior referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors APs Principal</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A Discontinued</p> <p><b>Jan</b> <b>January Evidence of Progress</b> N/A Discontinued</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> Students will be provided with the opportunity to interact socially with peers to build friendships, confidence while increasing academic skills in after school clubs, such as, archery, a news station, an instrumental club, choir, athletics, theater, and art.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive relationships between staff and students. Friendships amongst students. An increase in academic skills, such as writing and communication.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AP's, Principal</p> <p><b>Problem Statements:</b> Student Learning 8</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>  Puma Academy Archery News program</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  Puma Academy Archery News 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 8 Details	Reviews
<p><b>Strategy 8:</b> An incentive for perfect attendance will be implemented every nine weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, AP, Principal</p> <p><b>Problem Statements:</b> Demographics 5</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> N/A</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>  Awards Ceremony</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> The campus will provide a character education program and reward students who model these behaviors each month.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in Behavior referral</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Teachers, AP, Principal</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b>  Monthly character spotlight</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>  Monthly character spotlight</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>

Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> The campus will implement the Positive Paws program encouraging good behavior campus-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in behavior referrals</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, APs, Principal</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Biweekly parties are held </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Biweekly parties are held </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 11 Details	Reviews
<p><b>Strategy 11:</b> Fourth and fifth grade students will participate in a leadership and mentor program to prepare them for middle school readiness. Dr. Cupp will provide a program on motivating and inspiring students to attain their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and decrease behavior referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Cafeteria helpers </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Cafeteria helpers </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 5:** Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

**Performance Objective 1:** By June 2024, 100% of the Performance Objectives/Strategies will be monitored by SBDM.

**Evaluation Data Sources:** Campus Improvement Plan Monitoring

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> SBDM will meet at least six times during the year to monitor strategies on the CIP and adjust items as necessary. The SBDM will ensure the CIP is aligned with the District's CIP and is structured to impact student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus Improvement Plan reviews online</p> <p><b>Staff Responsible for Monitoring:</b> SBDM</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Two meetings have been held</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   3 meetings have been held</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>	