

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



Mission Statement

Guiding students on their educational journey while providing a positive, compassionate environment that develops a respectful and inclusive atmosphere.

Vision

Teaching young hearts and minds, so they can thrive.

Value Statement

Lead with Love

Provide Instruction so that Learners Learn to Maximum Capacity

Create Appropriate Interventions to Close Learning Gaps

Participate in Restorative Practices to Maintain Positive Teacher-Student Interactions

Be Kind to Each Other, Students, Parents, and Community

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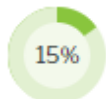


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Goals

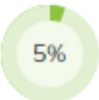



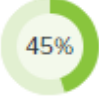

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.







Performance Objective 1: By the end of the '22-'23 school year, the average STAAR reading scores from grades 3, 4, and 5 will be that 30% of students are at meets grade level.







Evaluation Data Sources: STAAR, MAP, Circle, F&P, and CUA data





Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will provide skills-based (i.e. phonemic awareness), and/or guided reading in grades K-5 on a daily basis.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR, F&P, CUA, and MAP data.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 3</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  70% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will utilize LLI for instruction during the intervention block with struggling readers. Instructional Aides will be used to provide LLI instruction during intervention blocks for K-5 grade levels.</p> <p>Strategy's Expected Result/Impact: By implementing daily LLI instruction/remediation, there will be an improvement in student growth/achievement evidenced by CUA, MAP, and STAAR data.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 3</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  75% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: The campus will utilize online intervention tools and small group instruction to provide additional, targeted support for groups in need of assistance (SPED, Bilingual, African American, Hispanic, ELL, and Economically Disadvantaged) and allow differentiation for our Gifted/Talented students.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement as measured by state and district assessments.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 3</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>We have provided extensive campus training in how to use tools and data available.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>We continue to provide extensive campus training in how to use tools and data available.</div> </div> <div> <div>Mar</div> <div>  55% </div> <div>March Evidence of Progress</div> <div>We continue to provide extensive campus training in how to use tools and data available.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 4 Details	Reviews
<p>Strategy 4: Staff members and administrators will travel to professional literacy conferences to support student achievement in literacy and support teachers in research-based instructional models for literacy.</p> <p>Strategy's Expected Result/Impact: Conference attendance and evidence of implementation of ideas gained from conferences will increase student performance on assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  5% </div> <div>November Evidence of Progress</div> <div>We have not attended any literacy conferences yet.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Campus representatives attended the Lead4Ward forward conference in December.</div> </div> <div> <div>Mar</div> <div>  60% </div> <div>March Evidence of Progress</div> <div>Campus representatives attended the Lead4Ward forward conference in December.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p>Strategy 5: The Campus Instructional Specialist(s) will continually coach staff members in the implementation of CFA 2.0 and Guided Reading. All CISs will not only work with and coach teachers, but they will also be working with students during intervention times.</p> <p>Strategy's Expected Result/Impact: Increased student performance on CUAs, MAP, and CUA data.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>Our CISs and Interventionists turn in coaching forms weekly to evidence coaching teachers and working with students.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>Our CISs and Interventionists turn in coaching forms weekly to evidence coaching teachers and working with students.</div> </div> <div> <div>Mar</div> <div>  70% </div> <div>March Evidence of Progress</div> <div>Our CISs and Interventionists turn in coaching forms weekly to evidence coaching teachers and working with students.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 6 Details	Reviews
<p>Strategy 6: In order to increase achievement in reading and math comprehension, teachers will teach a daily GRR lesson using the CFA 2.0 design process in grades PK-5. There will be spiral instruction on TEKS not mastered by students in small group instruction and bridge days. Some of the small group instruction will be led by a campus-funded interventionist.</p> <p>Strategy's Expected Result/Impact: Increased student performance on assessments as indicated on CUAs, MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 4 - School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 7 Details	Reviews
<p>Strategy 7: The administration team will monitor the fidelity of reading instruction by focusing on walk-throughs weekly and the implementation of collaborative and independent phases of GRR.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on CUAs, MAP, and STAAR. Furthermore, it will provide constructive feedback to teachers on improving instruction and the collaborative and independent phases of GRR.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  65% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

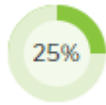

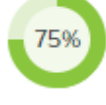
Strategy 8 Details	Reviews
<p>Strategy 8: ELL teachers will provide small group intervention lessons for ELL students that target vocabulary development and literacy skills.</p> <p>Strategy's Expected Result/Impact: The result will be an increase in TELPAS, CUA, MAP, and STAAR ratings.</p> <p>Staff Responsible for Monitoring: Administrators, ELL teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 3</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 9 Details	Reviews
<p>Strategy 9: To increase reading achievement for at-risk students in PK-5 grades, teachers will provide intensive small group instruction that addresses learning gaps and supports the depth and rigor of the TEKS.</p> <p>Strategy's Expected Result/Impact: Additional targeted support will be provided to increase the grade-level standard for CUA, MAP, and STAAR data.</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: Student Learning 3</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  35% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  70% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

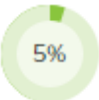





Strategy 10 Details	Reviews
<p>Strategy 10: Teachers will provide cross-curricular instruction of social studies and science during literacy blocks of time and provide high-interest reading opportunities for students. This will increase reading stamina and build in content area vocabulary during literacy instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to enhance literacy skills using social studies content to include reader response techniques.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	
	<p>Nov</p> <p>November Evidence of Progress</p> <p>We have observed in classroom visits and lesson plans.</p>
	<p>Jan</p> <p>January Evidence of Progress</p> <p>We have observed in classroom visits and lesson plans.</p>
	<p>Mar</p> <p>March Evidence of Progress</p> <p>We have observed in classroom visits and lesson plans.</p> <p>June</p> <p>June Evidence of Progress</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 2: By the end of the '22-'23 school year, all grade level teachers will build student capacity in written, reader-response in all content areas by embedding opportunities for students to respond to readings in Schoology. There will be scheduled responses that will be reviewed in PLC to identify strengths in those responses and areas of improvement in those responses.

Evaluation Data Sources: CUA data

Strategy 1 Details	Reviews
<p>Strategy 1: Campus leadership will provide opportunities during PLCs to focus on discussion and planning around composition writing and typing, reader response, revising and editing as it pertains to a student's piece of writing.</p> <p>Strategy's Expected Result/Impact: Students will become more proficient in constructing short answer responses and revision and editing of a student's writing.</p> <p>Staff Responsible for Monitoring: Teacher, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 6</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>We have been very strategic in making sure our PLCs are planning around constructed response.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>We have been very strategic in making sure our PLCs are planning around constructed response.</div> </div> <div> <div>Mar</div> <div>  75% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Campus leadership will provide coaching and feedback to teachers on writing instruction and student writing samples using the Empowering Writers curriculum.</p> <p>Strategy's Expected Result/Impact: Teachers will develop increased capacity to teach writing. Students will become more proficient in constructing short answer responses and revising and editing.</p> <p>Staff Responsible for Monitoring: Teacher, Administration, CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 6</p>	<div> <div>Nov</div> <div>  5% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: Campus administrators will conduct walkthroughs to monitor the fidelity of the implementation of the writing curriculum Empowering Writers.</p> <p>Strategy's Expected Result/Impact: Student's will increase their ability to write compositions, prepare a reader response, and revise and edit a piece of writing.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 6</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>


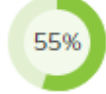

Strategy 4 Details	Reviews
<p>Strategy 4: Teachers will provide daily composition writing and daily revising and editing instruction in grades K-5 using Empowering Writers curriculum. Handwriting will be specifically taught to help improve legibility of student compositions. There will also be opportunities for students to participate in field-based learning that will provide the context in which to write.</p> <p>Strategy's Expected Result/Impact: Students will become proficient in providing instruction that aligns to addressing a prompt or reader response.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 6</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> <div></div> </div>
Strategy 5 Details	Reviews
<p>Strategy 5: Teachers will submit writing samples to be reviewed every 9 weeks by PLC and administrators.</p> <p>Strategy's Expected Result/Impact: Student's compositions will improve with targeted instruction delivered by teachers.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 6</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  75% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> <div></div> </div>




Strategy 6 Details	Reviews
<p>Strategy 6: Students will participate in online keyboarding training to develop the skills needed to effectively communicate in writing when using digital platforms.</p> <p>Strategy's Expected Result/Impact: Students will develop automaticity and will have improved performance on constructed responses.</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>Problem Statements: Student Learning 7</p>	
	<p>Nov November Evidence of Progress We have observed in classroom visits and lesson plans.</p> <p> 25%</p>
	<p>Jan January Evidence of Progress We have observed in classroom visits and lesson plans.</p> <p> 55%</p>
	<p>Mar March Evidence of Progress We have observed in classroom visits and lesson plans.</p> <p> 75%</p> <p>June June Evidence of Progress</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 3: By the end of the '22-'23 school year, the average STAAR math scores from grades 3, 4, and 5 will be that 30 % of students are at meets grade level.

Evaluation Data Sources: CUA Data, MAP data, and STAAR data

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will teach a daily math lesson using all components of GRR to include the collaborative and independent phases in grades K-5 with spiraling TEKS not mastered on CUAs.</p> <p>Strategy's Expected Result/Impact: Improved CUA, MAP, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 4</p>	<p>Nov</p> <p>November Evidence of Progress</p> <p>We have observed in classroom visits and lesson plans.</p> 
	<p>Jan</p> <p>January Evidence of Progress</p> <p>We have observed in classroom visits and lesson plans.</p> 
	<p>Mar</p> <p>March Evidence of Progress</p> <p>We have observed in classroom visits and lesson plans.</p> 
	<p>June</p> <p>June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will use guided math strategies daily in response to teacher monitoring instruction daily.</p> <p>Strategy's Expected Result/Impact: Students will be able to close gaps in math.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 4</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  75% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> <div></div> </div>







Strategy 3 Details	Reviews
<p>Strategy 3: In order to increase achievement in math, teachers will provide students with opportunities for critical thinking (problem of the day) and use math manipulatives for concrete instruction to introduce new concepts and spiral difficult concepts.</p> <p>Strategy's Expected Result/Impact: Students will be able to use strategies and concrete models to retain information learned in math.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Problem Statements: Student Learning 4</p>	
	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	








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

Performance Objective 4: By the end of the '22-'23 school year, the average STAAR science scores from grades 3, 4, and 5 will be that 30 % of students are at meets grade level.

Evaluation Data Sources: CUA data, MAP data, and STAAR data

Strategy 1 Details	Reviews
<p>Strategy 1: Students in grades K-4 will participate in hands-on science experiments a minimum of once per week. Fifth-grade students will participate in hands-on science experiments multiple times per week. Field-based instructional experiences in science will be provided to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Field-based instruction will include the following: zoos, museums, planetariums, and Inner Space Caverns.</p> <p>Strategy's Expected Result/Impact: Students will be able to access the science curriculum easier and show increased scores on CUA, MAP, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 5</p>	<p>Nov</p> <p>November Evidence of Progress</p> <p>We have observed in classroom visits and lesson plans.</p>
	<p>Jan</p> <p>January Evidence of Progress</p> <p>We have observed in classroom visits and lesson plans.</p>
	<p>Mar</p> <p>March Evidence of Progress</p> <p>We have observed in classroom visits and lesson plans.</p>
	<p>June</p> <p>June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will provide the required number of minutes of science instruction in grades K-4.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on science assessments and students will be prepared for 5th-grade science assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 5</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: Teachers will teach a daily GRR lesson derived from the CFA 2.0 lesson design process in the 4th and 5th grade. Reteaching difficult concepts will be done during bridge days.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on CUAs, MAP, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 5</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>




Strategy 4 Details	Reviews
<p>Strategy 4: Teachers will spiral science TEKS from K-4 in 5th grade.</p> <p>Strategy's Expected Result/Impact: Increased achievement on CUAs, MAP, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 5</p>	
	<div> <div> <div>Nov</div> <div>  <div>25%</div> </div> </div> <div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> </div> <div> <div>Jan</div> <div>  <div>65%</div> </div> </div> <div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  <div>80%</div> </div> </div> <div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>
<div> <div>  <div>No Progress</div> </div> <div>  <div>Accomplished</div> </div> <div>  <div>Continue/Modify</div> </div> <div>  <div>Discontinue</div> </div> </div>	





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

Performance Objective 5: By June 2023, low performing student groups (ELL, SpEd, 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: MAP, CUA, and STAAR data

Strategy 1 Details	Reviews
<p>Strategy 1: Bilingual program teachers will provide Spanish language students with English Language Proficiency Standards and Sheltered Instruction Observation Protocol strategies to facilitate their transition to English while maintaining skills in their first language</p> <p>Strategy's Expected Result/Impact: Our bilingual students will be able to grow in their STARR and TELPAS scores by 10%.</p> <p>Staff Responsible for Monitoring: Principal, teachers, CISs</p> <p>Problem Statements: Student Learning 2</p>	<p>Nov</p> <p>November Evidence of Progress</p> <p>We have observed in classroom visits and lesson plans.</p>
	<p>Jan</p> <p>January Evidence of Progress</p> <p>We have observed in classroom visits and lesson plans.</p>
	<p>Mar</p> <p>March Evidence of Progress</p> <p>We have observed in classroom visits and lesson plans.</p>
	<p>June</p> <p>June Evidence of Progress</p>



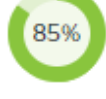
Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will provide differentiated instruction and challenging learning experiences for gifted and talented students. Supplies will be purchased to support the GT students with their TPSP projects as well as logic puzzles/brainteasers and STEM kits to foster differentiation during stations and interventions.</p> <p>Strategy's Expected Result/Impact: There will be an increase in our GT student's growth from the beginning of the year to the end of the year.</p> <p>Staff Responsible for Monitoring: Teachers, CISs, Principal</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 1</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>Mar</div> <div>  70% </div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Our SPED students will see an increase in growth on MAP, CUA, and STAAR data.</p> <p>Staff Responsible for Monitoring: Case Managers, Principals, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	







	<div> <div>Nov</div> <div>  <div>5%</div> </div> </div> <div> <div>November Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div>
	<div> <div>Jan</div> <div>  <div>50%</div> </div> </div> <div> <div>January Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div>
	<div> <div>Mar</div> <div>  <div>75%</div> </div> </div> <div> <div>March Evidence of Progress</div> <div>We have observed in classroom visits and lesson plans.</div> </div>
	<div> <div>June</div> <div>  <div>0%</div> </div> </div> <div> <div>June Evidence of Progress</div> <div></div> </div>
	<div> <div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div> </div>








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









Performance Objective 1: During the '22-'23 school year, all professional staff members will participate in PLCs on campus and/or off-campus-based learning.

Evaluation Data Sources: Sign-in Sheets and Agendas

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will participate in a 50 minute PLC each week. The focus of PLCs will be planning, CUA protocols, Data, and Professional Learning.</p> <p>Strategy's Expected Result/Impact: Building teacher efficacy and culture amongst grade levels.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>We are meeting in PLCs each week.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>We are meeting in PLCs each week.</div> </div> <div> <div>Mar</div> <div>  85% </div> <div>March Evidence of Progress</div> <div>We are meeting in PLCs each week.</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Special Education teachers will provide inclusion/resource support and attend grade-level PLCs every week. Self-Contained SPED teachers will also attend grade-level PLCs every week. Special Education teachers will customize student support based on IEP goals and students' needs in all cases, inclusion, resource, and self-contained.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on CUA, MAP, and STAAR data.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  5% </div> <div>November Evidence of Progress</div> <div>Now that our SPED teachers have caught up on their ARDS they will be attending PLCs.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>Now that our SPED teachers have caught up on their ARDS they will be attending PLCs.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>Now that our SPED teachers have caught up on their ARDS they will be attending PLCs.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: Administrative staff and teachers will attend Lead4Ward conferences. Upon return, the participants will share the learning with others and implement effective PLC practices.</p> <p>Strategy's Expected Result/Impact: Improved instruction will lead to higher student achievement on CUA, MAP, and STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administrators, Students</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  5% </div> <div>November Evidence of Progress</div> <div>Our CISs, Interventionist, and teachers attended the Believe Conference in December.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>Now that our SPED teachers have caught up on their ARDS they will be attending PLCs.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>Now that our SPED teachers have caught up on their ARDS they will be attending PLCs.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>




Strategy 4 Details	Reviews
<p>Strategy 4: Administrative staff and teachers will attend the TEKS Resource Conference. Upon return, administrators and staff will share new learning with staff.</p> <p>Strategy's Expected Result/Impact: Improved instruction will lead to higher student achievement on CUA, MAP, and STAAR assessment.</p> <p>Staff Responsible for Monitoring: CIS, Administrators, Teacher Leaders</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>We will attend this summer.</div> </div> <div> <div>Jan</div> <div>  25% </div> <div>January Evidence of Progress</div> <div>We will attend this summer.</div> </div> <div> <div>Mar</div> <div>  60% </div> <div>March Evidence of Progress</div> <div>We will attend this summer.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p>Strategy 5: Since moving to a much larger campus and with the addition of a new Assistant Principal, we will be working with Region 12 on receiving a campus "diagnostic" and feedback on high leverage goals and processes if necessary.</p> <p>Strategy's Expected Result/Impact: Increased efficacy in administrative leadership coupled with coaching and feedback for the administrative team.</p> <p>Staff Responsible for Monitoring: Dr. Parker, Principal, Region 12</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>We had our diagnostic in September and know the areas in which we need to work.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>We had our diagnostic in September and know the areas in which we need to work.</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> <div>We had our diagnostic in September and know the areas in which we need to work.</div> </div> <div> <div>June</div> <div>  100% </div> <div>June Evidence of Progress</div> <div>We had our diagnostic in September and know the areas in which we need to work.</div> </div>





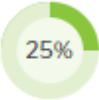


Strategy 6 Details	Reviews
<p>Strategy 6: The principal and two bilingual teachers will attend a dual language campus in San Antonio to observe how a high functioning dual campus should operate.</p> <p>Strategy's Expected Result/Impact: The principal and teachers will learn with other principals and teachers to be able to bring strategies and knowledge back to share with Killeen Elementary School administrators and teachers. This will result in a better awareness on how to service and support our bilingual teachers and students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 6</p>	<div> <div> <div>Nov</div> <div>  100% </div> </div> <div> <div>November Evidence of Progress</div> <div>We attended the Mark Twain Dual Language Academy in San Antonio in November of 2022.</div> </div> </div> <div> <div>Jan</div> <div>  100% </div> </div> <div> <div>January Evidence of Progress</div> <div>We attended the Mark Twain Dual Language Academy in San Antonio in November of 2022.</div> </div> <div> <div>Mar</div> <div>  100% </div> </div> <div> <div>March Evidence of Progress</div> <div>We attended the Mark Twain Dual Language Academy in San Antonio in November of 2022.</div> </div> <div> <div>June</div> <div>  100% </div> </div> <div> <div>June Evidence of Progress</div> <div>We attended the Mark Twain Dual Language Academy in San Antonio in November of 2022.</div> </div>
<div>  0% No Progress  100% Accomplished </div>	<div>  Continue/Modify  Discontinue </div>







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








Performance Objective 1: Killeen Elementary School would like the participation of parents in school-sponsored parent involvement activities (volunteering, parent learning opportunities, student events) to increase by at least 20% at each event.

Evaluation Data Sources: Sign-in Sheets, Flyers, Surveys

Strategy 1 Details	Reviews
<p>Strategy 1: The parent liaisons (both bilingual and monolingual) will conduct bi-monthly parental activities scheduled at different times of day with subjects related to parenting, STAAR, literacy, and a Wee-Readers program. Additionally, the parent liaison will ensure parents are informed and involved as per Title 1 requirements.</p> <p>Strategy's Expected Result/Impact: Increased parent participation in parenting activities as measured by sign-in sheets.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Parent Liaisons</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>We will begin our parenting activities and our Little Joeys program.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>We have had parent nights and started our Little Joeys program.</div> </div> <div> <div>Mar</div> <div>  75% </div> <div>March Evidence of Progress</div> <div>We have had parent nights and started our Little Joeys program.</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Killeen Elementary will host an ELL Family Literacy Night to provide parents and families of ELL students with strategies to support Literacy.</p> <p>Strategy's Expected Result/Impact: Provide families with needed strategies to assist their children in literacy development.</p> <p>Staff Responsible for Monitoring: ELL teacher, Parent Liaisons, Administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>We hosted our Literacy event on December 1.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>We hosted our Literacy event on December 1.</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> <div>We hosted our Literacy event on December 1.</div> </div> <div> <div>June</div> <div>  100% </div> <div>June Evidence of Progress</div> <div>We hosted our Literacy event on December 1.</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: The campus will use the Blackboard Connect system and the school's Facebook page to alert parents to upcoming or important information/events.</p> <p>Strategy's Expected Result/Impact: This will help to keep parents up-to-date on the happenings at Killeen Elementary to increase engagement and to provide information.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Perceptions 1</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>The principal regularly sends out messages to parents via Blackboard Connect.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>The principal regularly sends out messages to parents via Blackboard Connect.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>The principal regularly sends out messages to parents via Blackboard Connect.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> <div></div> </div>




Strategy 4 Details	Reviews
<p>Strategy 4: Campus leadership will host parents and family members to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held bi-annually in the fall and early spring. The Parent and Family Engagement Policy will be included in the Parent Handbook, posted on the campus website, and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.</p> <p>Strategy's Expected Result/Impact: Parents and family members will have a role in developing, reviewing/revising the Parent and Family Engagement Policy and the Home-School Compact.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 1</p>	<p>Nov November Evidence of Progress</p> <p> There was a meeting held in the Fall at our Open House.</p> <p>Jan January Evidence of Progress</p> <p> There was a meeting held in the Fall at our Open House.</p> <p>Mar March Evidence of Progress</p> <p> There was a meeting held in the Fall at our Open House.</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Campus leadership will host the annual Title 1 meeting each fall, and it will be offered at various times and dates. Parents will be notified in advance of the meetings so that they are able to attend at the time that is most convenient for them. The agenda for the meetings will include information about Title 1 programs, a description/explanation of the curriculum, and an opportunity for parents to provide suggestions relating to the education of their children.</p> <p>Strategy's Expected Result/Impact: Parents and family members will have a better understanding of Title 1 and will provide feedback about Title 1 programs.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 1</p>	<p>Nov November Evidence of Progress</p> <p> We had our Title 1 meeting in the fall in September.</p> <p>Jan January Evidence of Progress</p> <p> We had our Title 1 meeting in the fall in September.</p> <p>Mar March Evidence of Progress</p> <p> We had our Title 1 meeting in the fall in September.</p> <p>June June Evidence of Progress</p>







Strategy 6 Details	Reviews
<p>Strategy 6: Campus Leadership will host multiple parent engagement opportunities to support parents working with their student(s) regarding current academic and behavioral expectations (i.e. Literacy event, Math event, Science event, physical education, STAAR event, PK/Kinder guidelines/activities event, etc.).</p> <p>Strategy's Expected Result/Impact: To enhance the community and parental involvement of multiple stakeholders.</p> <p>Staff Responsible for Monitoring: Parent Liaisons, Principal, Committee Chairs</p> <p>Problem Statements: Perceptions 1</p>	
	<div> <div>Nov</div> <div>  5% </div> <div>November Evidence of Progress</div> <div>WE are planning these for the winter/spring.</div> </div> <div> <div>Jan</div> <div>  10% </div> <div>January Evidence of Progress</div> <div>WE are planning these for the winter/spring.</div> </div> <div> <div>Mar</div> <div>  40% </div> <div>March Evidence of Progress</div> <div>There are plans for a STAAR event for parents.</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	








Goal 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: Campus administrators and teachers will continue to follow the campus discipline plan to maintain continuity among the principal and assistant principals when working on discipline referrals.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews
<p>Strategy 1: Campus administration will tabulate referral data each month to identify trends in student behavior.</p> <p>Strategy's Expected Result/Impact: By identifying behavior trends, administrators and counselors can work to mitigate them.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 3, 4</p>	<div> <div>Nov</div> <div>  <div>15%</div> </div> <div>November Evidence of Progress</div> <div>We have begun doing this at weekly administrative meetings.</div> </div> <div> <div>Jan</div> <div>  <div>55%</div> </div> <div>January Evidence of Progress</div> <div>We have begun doing this at weekly administrative meetings.</div> </div> <div> <div>Mar</div> <div>  <div>80%</div> </div> <div>March Evidence of Progress</div> <div>We have begun doing this at weekly administrative meetings.</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: The campus will hold monthly Campus Conduct Committee meetings each month.</p> <p>Strategy's Expected Result/Impact: This will allow teachers to have conversations regarding students and behavior and ways to overcome those behaviors to reduce referrals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>Problem Statements: Demographics 3, 4</p>	<div> <div>Nov</div> <div>November Evidence of Progress</div> <div>These are being held each month.</div> <div>  10% </div> </div> <div> <div>Jan</div> <div>January Evidence of Progress</div> <div>These are being held each month.</div> <div>  60% </div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> <div>These are being held each month.</div> <div>  70% </div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: SBDM will meet on the last Wednesday of each month to monitor the progress of CIP and review discipline data.</p> <p>Strategy's Expected Result/Impact: Campus stakeholders will be able to provide input to provide support in mitigating certain student behaviors.</p> <p>Staff Responsible for Monitoring: Administrators, SBDM members</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>	<div> <div>Nov</div> <div>November Evidence of Progress</div> <div>These have been planned.</div> <div>  0% </div> </div> <div> <div>Jan</div> <div>January Evidence of Progress</div> <div>SBDM meetings are being held.</div> <div>  50% </div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> <div>SBDM meetings are being held.</div> <div>  70% </div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

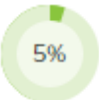





Strategy 4 Details	Reviews
<p>Strategy 4: The campus will conduct on-campus PD and engage in a book study on Ruby Payne's work on Emotional Poverty (editions 1 and 2).</p> <p>Strategy's Expected Result/Impact: Administrators, faculty, and staff will have a better understanding of the emotional effects of poverty in the students we teach each day.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1 - Perceptions 1</p>	
	<p>Nov November Evidence of Progress</p> <p> We have not started this yet.</p>
	<p>Jan January Evidence of Progress</p> <p> We have not started this yet.</p>
	<p>Mar March Evidence of Progress</p> <p> We have not started this yet.</p>
	<p>June June Evidence of Progress</p>
<p>  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 2: Killeen Elementary School will remain compliant in creating and maintaining a viable safety plan keeping all students and staff safe.

Evaluation Data Sources: Drill logs, classroom inventories, agendas, sign-in sheets, lesson plans

Strategy 1 Details	Reviews
<p>Strategy 1: The campus DEAC representative will conduct informative, monthly Campus Employee Advocacy Committee Meetings.</p> <p>Strategy's Expected Result/Impact: This will ensure that staff feels they have a voice on campus and with the district.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Problem Statements: Perceptions 1</p>	<div><div>Nov</div><div><div></div><div>15%</div></div><div>November Evidence of Progress</div><div>We have been having these meetings monthly.</div></div> <div><div>Jan</div><div><div></div><div>35%</div></div><div>January Evidence of Progress</div><div>We have been having these meetings monthly.</div></div> <div><div>Mar</div><div><div></div><div>55%</div></div><div>March Evidence of Progress</div><div>We have been having these meetings monthly.</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>




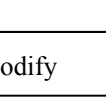




Strategy 2 Details	Reviews
<p>Strategy 2: The campus will maintain crisis kits in each classroom with an updated copy of a class roster and crisis plan.</p> <p>Strategy's Expected Result/Impact: This will keep students and staff safe in the event of a safety situation.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Perceptions 1</p>	<div> <div>Nov</div> <div>  5% </div> <div>November Evidence of Progress</div> <div>These are inventoried and checked periodically.</div> </div> <div> <div>Jan</div> <div>  25% </div> <div>January Evidence of Progress</div> <div>These are inventoried and checked periodically.</div> </div> <div> <div>Mar</div> <div>  75% </div> <div>March Evidence of Progress</div> <div>These are inventoried and checked periodically.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: All members of the campus crisis team will receive annual CPI training.</p> <p>Strategy's Expected Result/Impact: Staff and students are kept abreast of the latest CPI techniques.</p> <p>Staff Responsible for Monitoring: Assistant Principal, CPI Members</p> <p>Problem Statements: Demographics 3, 4</p>	<div> <div>Nov</div> <div>  5% </div> <div>November Evidence of Progress</div> <div>All members have been trained.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>All members have been trained.</div> </div> <div> <div>Mar</div> <div>  65% </div> <div>March Evidence of Progress</div> <div>All members have been trained.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 4 Details	Reviews
<p>Strategy 4: The PE staff will ensure that all students will actively participate in the Presidential Fitness Program. Furthermore, the PE staff will continue to increase student learning by collaboratively planning with grade-level teachers and attending the TAPHERD conference.</p> <p>Strategy's Expected Result/Impact: Increased fitness as documented by students, staff, and parents.</p> <p>Staff Responsible for Monitoring: Administrators, PE Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3, 4, 5</p>	
	<div> <div> Nov  20% </div> <div> November Evidence of Progress Our PE teachers attended TAPHERD. </div> </div> <div> <div> Jan  100% </div> <div> January Evidence of Progress Our PE teachers attended TAPHERD. </div> </div> <div> <div> Mar  100% </div> <div> March Evidence of Progress Our PE teachers attended TAPHERD. </div> </div> <div> <div> June  100% </div> <div> June Evidence of Progress Our PE teachers attended TAPHERD. </div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

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

Performance Objective 3: Killeen Elementary School will implement a PBIS system to encourage positive behavior recognition, school attendance, and being on time for school with 100% fidelity.

Evaluation Data Sources: Point management system, administrators, PBIS committee











Strategy 1 Details	Reviews
<p>Strategy 1: Killeen Elementary will utilize an accountability system for students and staff to keep track of monthly "points" for acknowledgments and recognition. Students will earn tangible rewards with "points" to participate in being recognized and celebrated monthly/end of 9-weeks. KES will also highlight staff that is recognized and do monthly acknowledgments/celebrations of their efforts.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline incidents.</p> <p>Staff Responsible for Monitoring: Administrators; PBIS Teachers</p> <p>Problem Statements: Demographics 3, 4, 5</p>	<div> <div>Nov</div> <div>  5% </div> <div>November Evidence of Progress</div> <div>We are still very early in the process but have begun recognizing staff, teachers, and student of the month.</div> </div> <div> <div>Jan</div> <div>  25% </div> <div>January Evidence of Progress</div> <div>We are still very early in the process but have begun recognizing staff, teachers, and student of the month.</div> </div> <div> <div>Mar</div> <div>  50% </div> <div>March Evidence of Progress</div> <div>We are still very early in the process but have begun recognizing staff, teachers, and student of the month.</div> </div> <div> <div>June</div> <div>  0% </div> <div>June Evidence of Progress</div> <div></div> </div>
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>	

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

Performance Objective 4: Killeen Elementary School will implement Restorative Practices with fidelity and reduce the number of discipline incidents on campus by 10%.

Evaluation Data Sources: Discipline referrals, teacher observations




Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will use resources to provide meaningful "Circle" time each day to build a sense of community in classrooms and to mitigate potential discipline occurrences. Teachers will provide restorative practice's "Treatment Agreement" .</p> <p>Strategy's Expected Result/Impact: Students will develop a sense of community which will (hopefully) enhance positive student-to-student interactions.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Administrators</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 3, 4 - Perceptions 1</p>	<div><div>Nov</div><div><div></div><div>15%</div></div><div>November Evidence of Progress</div><div>WE have been able to verify Treatment Agreements and Circles in most classrooms.</div></div> <div><div>Jan</div><div><div></div><div>45%</div></div><div>January Evidence of Progress</div><div>WE have been able to verify Treatment Agreements and Circles in all classrooms.</div></div> <div><div>Mar</div><div><div></div><div>70%</div></div><div>March Evidence of Progress</div><div>WE have been able to verify Treatment Agreements and Circles in all classrooms.</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>



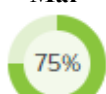




Strategy 2 Details	Reviews
<p>Strategy 2: Killeen Elementary School counselors will provide guidance lessons to all students and restorative practice coaching to all staff.</p> <p>Strategy's Expected Result/Impact: 100% implementation across the campus Reduce number of discipline incidents</p> <p>Staff Responsible for Monitoring: Administration; Counselors</p> <p>Problem Statements: Demographics 3, 4</p>	<div> <div>Nov</div> <div>  <div>20%</div> </div> <div>November Evidence of Progress</div> <div>Our counselors provide guidance lessons every Tuesday of the month.</div> </div> <div> <div>Jan</div> <div>  <div>60%</div> </div> <div>January Evidence of Progress</div> <div>Our counselors provide guidance lessons every Tuesday of the month.</div> </div> <div> <div>Mar</div> <div>  <div>80%</div> </div> <div>March Evidence of Progress</div> <div>Our counselors provide guidance lessons every Tuesday of the month.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: The campus will implement Restorative Discipline/Practices to include Respect Agreements. Campus staff will follow a tiered campus-wide discipline plan.</p> <p>Strategy's Expected Result/Impact: Students will learn strategies to help deal with frustrations which result in fewer classroom disruptions and written referrals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Classroom teachers</p> <p>Problem Statements: Demographics 3, 4</p>	<div> <div>Nov</div> <div>  <div>15%</div> </div> <div>November Evidence of Progress</div> <div>Our teachers are using restorative practices.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>Our teachers are using restorative practices.</div> </div> <div> <div>Mar</div> <div>  <div>70%</div> </div> <div>March Evidence of Progress</div> <div>Our teachers are using restorative practices.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>	

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

Performance Objective 1: By the end of May 2023, all data related to the management of resources will reflect 100% compliance with all state, federal, and local requirements.

Evaluation Data Sources: Financial and budgetary reports, student learning reports








Strategy 1 Details	Reviews
<p>Strategy 1: Teachers and interventionists, including Dyslexia, SPED, and ELL teachers, will work to identify and respond to the needs of students in the areas of Literacy and Math. Small group and online interventions will be used as appropriate. Dyslexia intervention will be provided to students identified for dyslexia.</p> <p>Strategy's Expected Result/Impact: There will be an increase in student achievement for students receiving interventions that can be measured.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>We have been able to to work more closely with dyslexia, SPED and ELL.</div> </div> <div> <div>Jan</div> <div>  35% </div> <div>January Evidence of Progress</div> <div>We have been able to to work more closely with dyslexia, SPED and ELL.</div> </div> <div> <div>Mar</div> <div>  60% </div> <div>March Evidence of Progress</div> <div>We have been able to to work more closely with dyslexia, SPED and ELL.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: The campus will establish community resources to provide students with the necessary tools to engage in completing classroom expectations and to limit distractions from learning as a result of students searching for missing supplies.</p> <p>Strategy's Expected Result/Impact: Increase time on tasks and reduce classroom behavior issues.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Community in Schools, Parent Liaisons</p> <p>Problem Statements: Demographics 2</p>	
	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>We are working on creating opportunities for this.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>We are working on creating opportunities for this.</div> </div> <div> <div>Mar</div> <div>  75% </div> <div>March Evidence of Progress</div> <div>We are working on creating opportunities for this.</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	

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

Performance Objective 2: By June 2023, Killeen ES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

Evaluation Data Sources: Tutoring Logs; State and Local Assessment Data

Strategy 1 Details	Reviews
<p>Strategy 1: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 8</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>This has begun sporadically, but will really kick off after Christmas break.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Tutoring is happening every Tuesday and Thursday.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>Tutoring is happening every Tuesday and Thursday.</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	