

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



Mission Statement

Guiding students on their educational journeys 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

"Educational Excellence...Every Student, Every Day!"

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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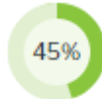

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Goals

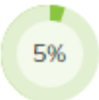





Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.







Performance Objective 1: By the end of the '23-'24 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 small group instruction 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 2</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>We have been actively monitoring our Benchmark Phonics instruction.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>We have been actively monitoring our Benchmark Phonics instruction.</div> </div> <div> <div>Mar</div> <div>  50% </div> <div>March Evidence of Progress</div> <div>We have been actively monitoring our Benchmark Phonics instruction.</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</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>  10% </div> <div>November Evidence of Progress</div> <div>This is being used during interventions.</div> </div> <div> <div>Jan</div> <div>  35% </div> <div>January Evidence of Progress</div> <div>This is being used in interventions.</div> </div> <div> <div>Mar</div> <div>  55% </div> <div>March Evidence of Progress</div> <div>This is being used in interventions.</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). Specifically, all EB students are required to have a certain amount of time spent accessing the Summit K-12 for which they need technology.</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</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>  25% </div> <div>November Evidence of Progress</div> <div>We have been integrating on-line tools.</div> </div> <div> <div>Jan</div> <div>  35% </div> <div>January Evidence of Progress</div> <div>We have been integrating on-line tools.</div> </div> <div> <div>Mar</div> <div>  50% </div> <div>March Evidence of Progress</div> <div>We have been integrating on-line tools.</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 are attending in February and in July.</div> </div> <div> <div>Jan</div> <div>  10% </div> <div>January Evidence of Progress</div> <div>We are attending in February and in July.</div> </div> <div> <div>Mar</div> <div>  50% </div> <div>March Evidence of Progress</div> <div>We attended one in February and will attend another in July.</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 small group instruction. 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: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>CIS's have been coaching teachers and submitting coaching sheets.</div> </div> <div> <div>Jan</div> <div>  35% </div> <div>January Evidence of Progress</div> <div>CIS's have been coaching teachers and submitting coaching sheets.</div> </div> <div> <div>Mar</div> <div>  50% </div> <div>March Evidence of Progress</div> <div>CIS's have been coaching teachers and submitting coaching sheets.</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. 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: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>Teachers have been coached and feedback given on the GRR in grades PK-5.</div> </div> <div> <div>Jan</div> <div>  35% </div> <div>January Evidence of Progress</div> <div>Teachers have been coached and feedback given on the GRR in grades PK-5.</div> </div> <div> <div>Mar</div> <div>  50% </div> <div>March Evidence of Progress</div> <div>Teachers have been coached and feedback given on the GRR in grades PK-5.</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 to include district-prioritized instructional strategies.</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: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>The administration has been making visits to classrooms to ensure phases of GRR are being taught.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>The administration has been making visits to classrooms to ensure phases of GRR are being taught.</div> </div> <div> <div>Mar</div> <div>  65% </div> <div>March Evidence of Progress</div> <div>The administration has been making visits to classrooms to ensure phases of GRR are being taught.</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 Emergent Bilingual 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: Demographics 4</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>ELL teachers have been working with students on vocabulary and literacy skills.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>ELL teachers have been working with students on vocabulary and literacy skills.</div> </div> <div> <div>Mar</div> <div>  45% </div> <div>March Evidence of Progress</div> <div>ELL teachers have been working with students on vocabulary and literacy skills.</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. This will include (but not be limited to) phonics instruction, small-group learning, and constructed responses for grades K-5.</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: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>We have been working with teachers in grade levels on small-group instruction.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We have been working with teachers in grade levels on small-group instruction.</div> </div> <div> <div>Mar</div> <div>  70% </div> <div>March Evidence of Progress</div> <div>We have been working with teachers in grade levels on small-group instruction.</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: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>During planning, teachers are working on designing lessons that include other content lessons.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>During planning, teachers are working on designing lessons that include other content lessons.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>During planning, teachers are working on designing lessons that include other content lessons.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% </div> <div>No Progress</div> <div>  100% </div> <div>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 2: By the end of the '23-'24 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 where 70% of students in each grade level are able to score at least a two on a constructed response.

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 provide campus professional development involving 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 5</p>	<div><div>Nov</div><div><div>40%</div></div><div>November Evidence of Progress</div><div>We have been working on ARACE and looking at pieces of writing.</div></div> <div><div>Jan</div><div><div>65%</div></div><div>January Evidence of Progress</div><div>We have been working on ARACE and looking at pieces of writing.</div></div> <div><div>Mar</div><div><div>70%</div></div><div>March Evidence of Progress</div><div>We have been working on ARACE and looking at pieces of writing.</div></div> <div><div>June</div><div></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 and resources.</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 5</p>	<div> <div>Nov</div> <div>  <div>25%</div> </div> <div>November Evidence of Progress</div> <div>We have been working on ARACE and looking at pieces of writing.</div> </div> <div> <div>Jan</div> <div>  <div>65%</div> </div> <div>January Evidence of Progress</div> <div>We have been working on ARACE and looking at pieces of writing.</div> </div> <div> <div>Mar</div> <div>  <div>85%</div> </div> <div>March Evidence of Progress</div> <div>We have been working on ARACE and looking at pieces of writing.</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 and The Writing Academy resources.</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 5</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div>November Evidence of Progress</div> <div>We have been working on ARACE and looking at pieces of writing.</div> </div> <div> <div>Jan</div> <div>  <div>40%</div> </div> <div>January Evidence of Progress</div> <div>We have been working on ARACE and looking at pieces of writing.</div> </div> <div> <div>Mar</div> <div>  <div>70%</div> </div> <div>March Evidence of Progress</div> <div>We have been working on ARACE and looking at pieces of writing.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>




Strategy 4 Details	Reviews
<p>Strategy 4: 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 5, 6</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>We have been working on ARACE and looking at pieces of writing.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We have been working on ARACE and looking at pieces of writing.</div> </div> <div> <div>Mar</div> <div>  75% </div> <div>March Evidence of Progress</div> <div>We have been working on ARACE and looking at pieces of writing.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p>Strategy 5: Teachers will submit writing samples to be reviewed after CUAs by the 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 5</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>We have been working on ARACE and looking at pieces of writing.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>We have been working on ARACE and looking at pieces of writing.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>We have been working on ARACE and looking at pieces of writing.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>






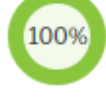




Strategy 6 Details	Reviews
<p>Strategy 6: Students will participate in online keyboarding training to develop the skills needed to effectively communicate in writing when using digital platforms.</p> <p>Strategy's Expected Result/Impact: Students will develop automaticity and will have improved performance on constructed responses.</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>Problem Statements: Student Learning 6</p>	<div> <div>Nov</div> <div>  <div>45%</div> </div> <div>November Evidence of Progress</div> <div>We have embedded a technology rotation in specials and teachers are using a typing program in stations. All writing is written in hand first and then typed.</div> </div> <div> <div>Jan</div> <div>  <div>60%</div> </div> <div>January Evidence of Progress</div> <div>We have embedded a technology rotation in specials and teachers are using a typing program in stations. All writing is written in hand first and then typed.</div> </div> <div> <div>Mar</div> <div>  <div>75%</div> </div> <div>March Evidence of Progress</div> <div>We have embedded a technology rotation in specials and teachers are using a typing program in stations. All writing is written in hand first and then typed.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div>  No Progress  Accomplished </div>	<div>  Continue/Modify  Discontinue </div>

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

Performance Objective 3: By the end of the '23-'24 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: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  15% </div> </div> <div> <div>Nov</div> <div> <div>November Evidence of Progress</div> <div>We have observed teachers using the GRR in math.</div> </div> </div> <div> <div>Jan</div> <div>  90% </div> </div> <div> <div>Jan</div> <div> <div>January Evidence of Progress</div> <div>We have observed teachers using the GRR in math.</div> </div> </div> <div> <div>Mar</div> <div>  100% </div> </div> <div> <div>Mar</div> <div> <div>March Evidence of Progress</div> <div>We have observed teachers using the GRR in math.</div> </div> </div> <div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>







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: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress We have observed teachers using guided math. </p> <p>Jan January Evidence of Progress We have observed teachers using guided math. </p> <p>Mar March Evidence of Progress We have observed teachers using guided math. </p> <p>June June Evidence of Progress</p>
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</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress All teachers have been providing students with a problem of the day and using math manipulatives. </p> <p>Jan January Evidence of Progress All teachers have been providing students with a problem of the day and using math manipulatives. </p> <p>Mar March Evidence of Progress All teachers have been providing students with a problem of the day and using math manipulatives. </p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	














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

Performance Objective 4: By the end of the '23-'24 school year, the average 5th grade Science STAAR will be that 20% 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. There will be a calendar posted for teachers to use and notated on the lesson plans for the use of the science lab.</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</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 7</p>	<div><div>Nov</div><div><div>100%</div></div><div>November Evidence of Progress</div><div>Teachers have been reserving the science labs and doing hand-on experiments with students.</div></div> <div><div>Jan</div><div><div>100%</div></div><div>January Evidence of Progress</div><div>Teachers have been reserving the science labs and doing hand-on experiments with students.</div></div> <div><div>Mar</div><div><div>100%</div></div><div>March Evidence of Progress</div><div>Teachers have been reserving the science labs and doing hand-on experiments with students.</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will provide the required number of minutes of science instruction in grades K-5. This will be monitored by doing walk-throughs during science blocks and CUA data.</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: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>We have made sure that teachers have planned and implemented science instruction.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>We have made sure that teachers have planned and implemented science instruction.</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> <div>We have made sure that teachers have planned and implemented science instruction.</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.</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: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>We have made sure that teachers have planned and implemented science instruction.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>We have made sure that teachers have planned and implemented science instruction.</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> <div>We have made sure that teachers have planned and implemented science instruction.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>











Strategy 4 Details	Reviews								
<p>Strategy 4: 5th-grade teachers will spiral science TEKS from grades K-4. An audit will be done of important grade-level science concepts so that each grade level will teach high-frequency concepts in order to support 5th-grade students.</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</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p>	<table border="0"> <tr> <td data-bbox="1276 116 1381 256"> Nov  </td><td data-bbox="1411 116 2024 256"> November Evidence of Progress The audit was completed before the first week of school to determine the high-frequency TEKS to spiral from 2nd grade and up. </td></tr> <tr> <td data-bbox="1276 272 1381 412"> Jan  </td><td data-bbox="1411 272 2024 412"> January Evidence of Progress The audit was completed before the first week of school to determine the high-frequency TEKS to spiral from 2nd grade and up. </td></tr> <tr> <td data-bbox="1276 428 1381 568"> Mar  </td><td data-bbox="1411 428 2024 568"> March Evidence of Progress The audit was completed before the first week of school to determine the high-frequency TEKS to spiral from 2nd grade and up. </td></tr> <tr> <td data-bbox="1276 584 1381 620"> June </td><td data-bbox="1411 584 2024 620"> June Evidence of Progress </td></tr> </table>	Nov 	November Evidence of Progress The audit was completed before the first week of school to determine the high-frequency TEKS to spiral from 2nd grade and up.	Jan 	January Evidence of Progress The audit was completed before the first week of school to determine the high-frequency TEKS to spiral from 2nd grade and up.	Mar 	March Evidence of Progress The audit was completed before the first week of school to determine the high-frequency TEKS to spiral from 2nd grade and up.	June	June Evidence of Progress
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June	June Evidence of Progress								
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>									

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

Performance Objective 5: By June 2024, 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 content-based language instructional 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: Demographics 4</p>	<div><div>Nov</div><div><div>100%</div></div><div>November Evidence of Progress</div><div>We have been blending bilingual and dual-language components to make sure students are staying proficient in their first language.</div></div>
	<div><div>Jan</div><div><div>100%</div></div><div>January Evidence of Progress</div><div>We have been blending bilingual and dual-language components to make sure students are staying proficient in their first language.</div></div>
	<div><div>Mar</div><div><div>100%</div></div><div>March Evidence of Progress</div><div>We have been blending bilingual and dual-language components to make sure students are staying proficient in their first language.</div></div>
	<div><div>June</div><div></div><div>June Evidence of Progress</div><div></div></div>





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 7</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>We have been making sure that teachers have been differentiating for our GT/High Achieving students. Our librarian has also been helping teachers by doing book clubs.</div> </div> <div> <div>Jan</div> <div>  30% </div> <div>January Evidence of Progress</div> <div>We have been making sure that teachers have been differentiating for our GT/High Achieving students. Our librarian has also been helping teachers by doing book clubs.</div> </div> <div> <div>Mar</div> <div>  60% </div> <div>March Evidence of Progress</div> <div>We have been making sure that teachers have been differentiating for our GT/High Achieving students. Our librarian has also been helping teachers by doing book clubs.</div> </div> <div> <div>June</div> <div></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 7</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>Our special education teachers have been collaborating with our general education teachers to help with the interventions in reading and math.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>Our special education teachers have been collaborating with our general education teachers to help with the interventions in reading and math.</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> <div>Our special education teachers have been collaborating with our general education teachers to help with the interventions in reading and math.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% </div> <div>No Progress</div> </div> <div> <div>  100% </div> <div>Accomplished</div> </div> <div>  Continue/Modify </div> <div>  Discontinue </div>	

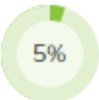









Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: During the '23-'24 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><div><div></div><div>30%</div></div></div><div>November Evidence of Progress</div><div>We have been successful in participating in 50 minute, weekly PLC meetings.</div></div> <div><div>Jan</div><div><div><div></div><div>70%</div></div></div><div>January Evidence of Progress</div><div>We have been successful in participating in 50 minute, weekly PLC meetings.</div></div> <div><div>Mar</div><div><div><div></div><div>80%</div></div></div><div>March Evidence of Progress</div><div>We have been successful in participating in 50 minute, weekly PLC meetings.</div></div> <div><div>June</div><div></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>  100% </div> <div>November Evidence of Progress</div> <div>Special Education Teachers attend weely PLC meetings.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>Special Education Teachers attend weely PLC meetings.</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> <div>Special Education Teachers attend weely PLC meetings.</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 (to include the Rocking Review). 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>We will attend in February.</div> </div> <div> <div>Jan</div> <div>N/A</div> <div>January Evidence of Progress</div> <div>We will attend in February.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> <div>We attended in February and share learning in 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: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  5% </div> <div>November Evidence of Progress</div> <div>We will attend this conference in July.</div> </div> <div> <div>Jan</div> <div>  5% </div> <div>January Evidence of Progress</div> <div>We will attend this conference in July.</div> </div> <div> <div>Mar</div> <div>  5% </div> <div>March Evidence of Progress</div> <div>We will attend this conference in July.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p>Strategy 5: Teachers will be provided supplemental planning opportunities throughout the school year during the school day in order to collaboratively plan together and with the assistance of campus and district personnel.</p> <p>Strategy's Expected Result/Impact: Teachers will have the opportunity to create and develop common formative assessments and internalize progression charts, IFDs, and CUAs for upcoming units to increase teacher efficacy and student achievement.</p> <p>Staff Responsible for Monitoring: Principal and CISs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 2</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>Planning dave been planned for December.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>We had planning days in December and they were productive.</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> <div>We had planning days in December and they were productive.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
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Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

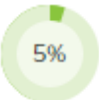






Performance Objective 1: Killeen Elementary School would like the participation of parents in school-sponsored parent involvement activities (volunteering, parent learning opportunities, student events) to increase by at least 20% at each event.

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</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>	<div><div>Nov</div><div><div>55%</div></div><div>November Evidence of Progress</div><div>We have had our Title 1 meetings, musical programs and awards assemblies. We hosted a successful literacy night.</div></div> <div><div>Jan</div><div><div>60%</div></div><div>January Evidence of Progress</div><div>We have had our Title 1 meetings, musical programs and awards assemblies. We hosted a successful literacy night.</div></div> <div><div>Mar</div><div><div>65%</div></div><div>March Evidence of Progress</div><div>We have had our Title 1 meetings, musical programs and awards assemblies. We hosted a successful literacy night.</div></div> <div><div>June</div><div></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: Perceptions 1</p>	<div> <div>Nov</div> <div>  </div> <div>November Evidence of Progress</div> <div>Our ELL family night was held in January.</div> </div> <div> <div>Jan</div> <div>  </div> <div>January Evidence of Progress</div> <div>Our ELL family night was held in January.</div> </div> <div> <div>Mar</div> <div>  </div> <div>March Evidence of Progress</div> <div>Our ELL family night was held in January.</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 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>  </div> <div>November Evidence of Progress</div> <div>We have been diligent about communicating with parents.</div> </div> <div> <div>Jan</div> <div>  </div> <div>January Evidence of Progress</div> <div>We have been diligent about communicating with parents.</div> </div> <div> <div>Mar</div> <div>  </div> <div>March Evidence of Progress</div> <div>We have been diligent about communicating with parents.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</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 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: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p>	<div> <div>Nov</div> <div>  <div>November Evidence of Progress</div> <div>We held our Fall Title 1 meeting where we shared our Parent and Family Engagement Policy and our Home-School compact.</div> </div> </div> <div> <div>Jan</div> <div>  <div>January Evidence of Progress</div> <div>We held our Fall Title 1 meeting where we shared our Parent and Family Engagement Policy and our Home-School compact.</div> </div> </div> <div> <div>Mar</div> <div>  <div>March Evidence of Progress</div> <div>We held our Fall Title 1 meeting where we shared our Parent and Family Engagement Policy and our Home-School compact.</div> </div> </div> <div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>
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>	<div> <div>Nov</div> <div>  <div>November Evidence of Progress</div> <div>Fall Title 1 meeting was held in the fall.</div> </div> </div> <div> <div>Jan</div> <div>  <div>January Evidence of Progress</div> <div>Fall Title 1 meeting was held in the fall.</div> </div> </div> <div> <div>Mar</div> <div>  <div>March Evidence of Progress</div> <div>Fall Title 1 meeting was held in the fall.</div> </div> </div> <div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>







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 still need to work on this.</div> </div> <div> <div>Jan</div> <div>  5% </div> <div>January Evidence of Progress</div> <div>We still need to work on this.</div> </div> <div> <div>Mar</div> <div>  5% </div> <div>March Evidence of Progress</div> <div>We still need to work on this.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
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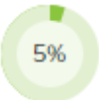





Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.








Performance Objective 1: Campus administrators and teachers will continue to follow the campus discipline plan and Restorative Practices daily to maintain continuity amongst principal and assistant principals and decrease discipline referrals by 15%.

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 2</p>	<div><div>Nov</div><div><div></div><div>30%</div></div><div>November Evidence of Progress</div><div>We tabulate this data monthly and look to identify trends.</div></div> <div><div>Jan</div><div><div></div><div>55%</div></div><div>January Evidence of Progress</div><div>We tabulate this data monthly and look to identify trends.</div></div> <div><div>Mar</div><div><div></div><div>75%</div></div><div>March Evidence of Progress</div><div>We tabulate this data monthly and look to identify trends.</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 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 2</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>These meetings are being held each month.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>These meetings are being held each month.</div> </div> <div> <div>Mar</div> <div>  65% </div> <div>March Evidence of Progress</div> <div>These meetings are being held each month.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: SBDM will meet 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: Demographics 2</p>	<div> <div>Nov</div> <div>  55% </div> <div>November Evidence of Progress</div> <div>We have met three times and have discussed CIP and discipline data.</div> </div> <div> <div>Jan</div> <div>  75% </div> <div>January Evidence of Progress</div> <div>We have met four times and have discussed CIP and discipline data.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>We have met four times and have discussed CIP and discipline data.</div> </div> <div> <div>June</div> <div></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) to be led by counselors.</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 2</p>	<div> <div>Nov</div> <div>  5% </div> <div>November Evidence of Progress</div> <div>We have not begun this book study yet.</div> </div> <div> <div>Jan</div> <div>  5% </div> <div>January Evidence of Progress</div> <div>We have not begun this book study yet</div> </div> <div> <div>Mar</div> <div>  5% </div> <div>March Evidence of Progress</div> <div>We have not begun this book study yet</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p>Strategy 5: 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 and students will create (together) a "Treatment Agreement" to be followed and referenced daily.</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 2</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>Teachers have prepared "Treatment Agreements " and are having daily circle times with students.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>Teachers have prepared "Treatment Agreements " and are having daily circle times with students.</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> <div>Teachers have prepared "Treatment Agreements " and are having daily circle times with students.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>





Strategy 6 Details	Reviews
<p>Strategy 6: Counselors will provide guidance lessons monthly to all students.</p> <p>Strategy's Expected Result/Impact: Reduce number of discipline referrals.</p> <p>Staff Responsible for Monitoring: Counselors and Administrators</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 2</p>	<div> <div>Nov</div> <div>  <div>60%</div> </div> <div>November Evidence of Progress</div> <div>Our counselors are diligent about providing monthly guidance lessons.</div> </div> <div> <div>Jan</div> <div>  <div>80%</div> </div> <div>January Evidence of Progress</div> <div>Our counselors are diligent about providing monthly guidance lessons.</div> </div> <div> <div>Mar</div> <div>  <div>85%</div> </div> <div>March Evidence of Progress</div> <div>Our counselors are diligent about providing monthly guidance lessons.</div> </div> <div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>
<div> <div>  <div>0%</div> </div> <div>No Progress</div> <div>  <div>100%</div> </div> <div>Accomplished</div> <div>  <div>Continue/Modify</div> <div>  <div>Discontinue</div> </div> </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 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
Strategy 1: The campus DEAC representative will conduct informative, monthly Campus Employee Advocacy Committee Meetings. Strategy's Expected Result/Impact: This will ensure that staff feels they have a voice on campus and with the district. Staff Responsible for Monitoring: Administrators, Teachers Problem Statements: School Processes & Programs 3	<div>Nov</div> <div>100%</div> <div>November Evidence of Progress</div> <div>We have a DEAC representative who attends the meetings and we hold the CEAC meetings monthly.</div>
	<div>Jan</div> <div>100%</div> <div>January Evidence of Progress</div> <div>We have a DEAC representative who attends the meetings and we hold the CEAC meetings monthly.</div>
	<div>Mar</div> <div>100%</div> <div>March Evidence of Progress</div> <div>We have a DEAC representative who attends the meetings and we hold the CEAC meetings monthly.</div>
	<div>June</div> <div></div> <div>June Evidence of Progress</div> <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: School Processes & Programs 3</p>	<div> <div>Nov</div> <div>  <div>November Evidence of Progress</div> <div>All classrooms have crisis kits with updated class rosters and crisis plans.</div> </div> </div> <div> <div>Jan</div> <div>  <div>January Evidence of Progress</div> <div>All classrooms have crisis kits with updated class rosters and crisis plans.</div> </div> </div> <div> <div>Mar</div> <div>  <div>March Evidence of Progress</div> <div>All classrooms have crisis kits with updated class rosters and crisis plans.</div> </div> </div> <div> <div>June</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: School Processes & Programs 3</p>	<div> <div>Nov</div> <div>  <div>November Evidence of Progress</div> <div>They have all received annual training and monthly meetings.</div> </div> </div> <div> <div>Jan</div> <div>  <div>January Evidence of Progress</div> <div>They have all received annual training and monthly meetings.</div> </div> </div> <div> <div>Mar</div> <div>  <div>March Evidence of Progress</div> <div>They have all received annual training and monthly meetings.</div> </div> </div> <div> <div>June</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.</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 7</p>	<div> <div>Nov</div> <div>  55% </div> <div>November Evidence of Progress</div> <div>Our PE teachers continue to meet with grade-level teachers to collaboratively plan.</div> </div> <div> <div>Jan</div> <div>  75% </div> <div>January Evidence of Progress</div> <div>Our PE teachers continue to meet with grade-level teachers to collaboratively plan.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>Our PE teachers continue to meet with grade-level teachers to collaboratively plan.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% </div> <div>No Progress</div> <div>  100% </div> <div>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 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 2</p>	<div><div>Nov</div><div><div>100%</div></div><div>November Evidence of Progress</div><div>Grade-level teachers created grade-level plans to ensure that students were rewarded with positive behaviors.</div></div> <div><div>Jan</div><div><div>100%</div></div><div>January Evidence of Progress</div><div>Grade-level teachers created grade-level plans to ensure that students were rewarded with positive behaviors.</div></div> <div><div>Mar</div><div><div>100%</div></div><div>March Evidence of Progress</div><div>Grade-level teachers created grade-level plans to ensure that students were rewarded with positive behaviors.</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div>	

Goal 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>	<p>Nov  November Evidence of Progress We have planned with Dyslexia, SPED, and ELL teachers to work and identify the student's needs in literacy and math.</p> <p>Jan  January Evidence of Progress We have planned with Dyslexia, SPED, and ELL teachers to work and identify the student's needs in literacy and math.</p> <p>Mar  March Evidence of Progress We have planned with Dyslexia, SPED, and ELL teachers to work and identify the student's needs in literacy and math.</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 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
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. Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps. Staff Responsible for Monitoring: Admin; CIS Title I: 2.5 Problem Statements: Student Learning 1	Nov  November Evidence of Progress We have not started this yet.
	Jan  January Evidence of Progress We have not started this yet.
	Mar  March Evidence of Progress We have not started this yet.
	June June Evidence of Progress

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 1</p>	<div> <div>Nov</div> <div>  70% </div> <div>November Evidence of Progress</div> <div>We have established lists of funds for students and the needs of students.</div> </div> <div> <div>Jan</div> <div>  75% </div> <div>January Evidence of Progress</div> <div>We have established lists of funds for students and the needs of students.</div> </div> <div> <div>Mar</div> <div>  80% </div> <div>March Evidence of Progress</div> <div>We have established lists of funds for students and the needs of students.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div>  No Progress  Accomplished </div>	<div>  Continue/Modify  Discontinue </div>