

**Killeen Independent School District**  
**District Improvement Plan**  
**2023-2024 Formative Review with Notes**



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# Goals

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

**Performance Objective 1:** By implementing the district curriculum and strategies to strengthen the instructional core, the percentage of students meeting grade level performance on STAAR and EOC for all content areas will increase to meet local and board goals, indicated in the Comprehensive Needs Assessment.

## **HB3 Goal**

**Evaluation Data Sources:** STAAR Data:

% Approaches Grade Level Standard

% Meets Grade Level Standard

% Masters Grade Level Standard

**Strategy 1 Details**

**Strategy 1:** Elementary & Secondary District Instructional Coaches will continue to provide ongoing literacy and/or math on-site support to identified elementary and middle schools. Professional development will be provided to build the capacity of the instructional coaches to equip them for this work.

**Strategy's Expected Result/Impact:** Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, TELPAS data

**Staff Responsible for Monitoring:** Assistant Superintendents for Elementary and Secondary Schools

**Problem Statements:** Student Learning 1, 2

**Reviews**

**Nov**



**November Evidence of Progress**

Region 12 representatives have provided training to Elementary Instructional Coaches on Get Better Faster. The training provides specificity in the areas of Classroom Management or Rigor and allows instructional coaches to provide targeted feedback increase their ability to effectively coach teachers.

The secondary DIS's and District coaches have participated in weekly monthly trainings with Jim Knight on effective coaching of classroom teachers. The coaches and DIS's have turned and trained the CIS's and Lead teachers on this process, and we are beginning to see gains in our classroom teachers.

Jim Knight uses the Impact Cycle as his coaching model which has three parts. 1. Teachers identify a goal and the strategies needed to meet that goal. 2. Coaches support teachers to learn how to implement that goal. 3. Teachers improve by making modifications in their practice until the goal is reached.

**Jan**



**January Evidence of Progress**



Secondary Instructional Coaches have completed the Jim Knight Instructional Coaching Institute in December. Coaches and District Instructional Specialists continue to share their learning with Campus Instructional Specialists and Lead Teachers. Coaches are practicing impact cycles. Many teachers have already completed at least one impact cycle and have set a second or third goal. As a result, teachers are more effectively implementing high impact strategies in the classroom as evidence by observation data. Instructional Coaches are currently building an Instructional Playbook to more efficiently implement the Learning phase of the impact cycles..





**Mar**

**March Evidence of Progress**

**June**

**June Evidence of Progress**

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide elementary, middle, and high school summer school and other learning opportunities for promotion and advancement, enrichment, intervention, and accelerated instruction to meet state testing requirements. Provide additional summer learning opportunities, such as enrichment bridge camps, to address learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents for Elementary and Secondary Schools</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have given BOY MAP and our first round of STAAR Interim assessments for reading and math. We are in the process of analyzing the data. Intervention walks have been conducted on all MS campuses to check for the fidelity of implementation for our online reading and math interventions. The DIS's have also conducted focus walks with their lead teachers on each campus to coach for effective teaching strategies and aligned instruction.</p> <p>Intervention and enrichment sites for the summer have been selected (according to those that can serve as feeding sites and those NOT undergoing construction projects) and we should get feedback from Facilities &amp; Nutrition before communicating to others.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Directors have been selected. Locations and dates have been established. Staff applications open on 2/1/24. Materials have been identified to be purchased for Summer Learning..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide ongoing student outreach for targeted interventions, extended learning, and spiral review to students in grades 4-12 through the District's Math and Literacy Center.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student math achievement as measured by CUA, STAAR and EOC data, along with 9-weeks averages.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents for Elementary and Secondary Schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The district is pleased to offer tutoring support of learners in the areas of math and literacy and averages visits from roughly 100 students each night. We are looking to add more rooms due to reaching capacity. The virtual tutoring is also increasing as kids are calling in to the center for one-on-one virtual assistance..</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Both the math and literacy side are being utilized equally after the literacy side started out with fewer students when initially added. On the elementary side, we also have several bilingual tutors who serve students from the bilingual campuses who are newcomers and need instruction in Spanish. The secondary side hosts many students who have their assignments on Schoology and are making good use of the computers.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Continue to provide support for campuses in the implementation of state Accelerated Learning Committees by providing targeted interventions for students who have failed to meet standard on STAAR/EOC and for identified At-Risk students who are struggling to meet the state academic standards. Supports include:</p> <p>Accelerated Reading Instruction to students in grades 6-8 who have failed the prior years' STAAR reading exams utilizing the iLit program;</p> <p>Reading instruction for students in grades 9-12 who have failed the prior years' STAAR EOC English exams using Edgenuity's STAAR tutorials;</p> <p>Math instruction for middle school students who failed the prior year's math STAAR utilizing the Imagine Math program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR/EOC</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents for Elementary and Secondary Schools; Campus Administration</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Secondary campuses have finished their first round of STAAR Interim assessments for reading and math. We are in the process of analyzing the data. Intervention walks have been conducted on all MS campuses to check for the fidelity of implementation for our online reading and math interventions. Acc reading and math classes are offered, and students and they are utilizing I-Lit and Imagine Math programs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Some campuses have identified additional students for accelerated classes and adjusted student schedules accordingly.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews

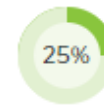
**Strategy 5:** Maintain the district STEM programs to improve student achievement in all core subjects utilizing project-based learning. Coordinate with community agencies and institutes of higher learning in order to connect the program to real-life applications of concepts taught. Provide professional development for STEM teachers to support the implementation of research-based, best practice instructional strategies. Utilize the STEM bus to increase opportunities for Title I students to engage in hands-on learning connected to STEM.

**Strategy's Expected Result/Impact:** Increase student achievement in all core subjects.

**Staff Responsible for Monitoring:** Director of STEM; Chief College, Career, and Military Readiness Officer; Assistant Superintendents for Elementary and Secondary Schools

**Problem Statements:** Student Learning 1

**Nov**



**November Evidence of Progress**

Four professional development sessions for STEM teachers have taken place since the beginning of the year: The Foundation for STEM, Minds-i Robotics, CodeHS, and Applied Engineering Overview.

2382 have benefitted from ST Math program as to date students have access the program 698,968 minutes and solved 608,073 puzzles.

59.4% of STEM students at Nolan and Smith Middle School have completed the Level-Set Pre-test. The average score by activity is 75.5%.

On October 24, 2023, Introduction to Coding Session was presented to 45 students enrolled in the Hearne-Calvert Texas AfterSchool Academy (ACE) on careers in coding, digital media, and IT.

**Jan**



**January Evidence of Progress**





Students to date have solved 222726 annual problems on Delta Math. Time spent in the program is as follows: November-6,407,138 minutes, December-8,383,948 minutes, and January-9,374,154 minutes.

2419 students have benefitted from ST Math program. To date students have access the program 918,100 minutes and solved 782182 puzzles.

79% of STEM students at Nolan and Smith Middle School have completed the Level-Set Pre-Test. The average score by activity is 74%. There has been a 254% increase in students' Lexiles from the last formative review.

The Mobile STEM Lab presented lessons to 1468 students in grades 3, 4, and 5 at Maude Moore Wood, Trimmier, Brookhaven, Clear Creek, Ira Cross, and Oveta Culp Hobby elementary schools.

The mobile STEM lab provided instruction to community school events at Patterson Middle School -11/2, Trimmier Elementary -11/9, and Cavazos Elementary- 12/14. They also participated in the Nolanville Smart Museum Pre-Launch on 11/15..

	<b>Mar</b> <b>June</b>	<b>March Evidence of Progress</b> <b>June Evidence of Progress</b>
<b>Strategy 6 Details</b>	<b>Reviews</b>	
<p><b>Strategy 6:</b> Support the implementation of three high-leverage instructional strategies in all Pre-K through 12 classrooms:</p> <ul style="list-style-type: none"> <li>- 3-2-1 Summary: Students summarize learning and think deeply about content.</li> <li>- Cafe Conversations: Students write responses, sketch visuals, write summaries, and evaluate, add to, and discuss other's ideas.</li> <li>- QSSSA (Question, Signal, Stem, Share, Assess): Promotes active student engagement, critical thinking, and effective communication in the classroom.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Consistent and purposeful planning and implementation of strategies. Increased student engagement, collaboration, and summarization skills.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents for Elementary and Secondary Schools, Executive Directors, District Instructional Specialists</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<p><b>Nov</b> N/A</p> <p><b>Jan</b></p> <p><b>Mar</b> <b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p>We have taught the strategy during NTI and Job Alike. They are being embedded in CIS meetings and after school professional development sessions.</p> <p><b>January Evidence of Progress</b></p> <p>Strategies continued to be modeled in CIS and Lead Teacher PLCs. 3-2-1 Summary is most often observed in the classroom. Therefore, DISs will re-focus on implementation of the other two yield strategies to increase teachers' confidence in using them..</p> <p><b>March Evidence of Progress</b> <b>June Evidence of Progress</b></p>
 No Progress  Accomplished  Continue/Modify  Discontinue		







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

**Performance Objective 2:** By supplementing and differentiating curriculum and instruction based on the needs of all student groups and programs, the percentage of students meeting or exceeding one year of academic growth, as measured by Domain II, and student performance, in Domain III, will increase to meet or exceed state averages.

**HB3 Goal**

**Evaluation Data Sources:** Domain IIA scores  
Domain III scores  
Student sub-group STAAR / EOC performance

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Implement research-based reading and math online interventions and supplemental supports at elementary and middle school campuses to address learning gaps and provide Tier I, II, and III interventions through the RtI process. Provide ongoing professional development to support implementation and application, to include guided math and reading with flexible and fluid grouping.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools; Campus Administration</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have worked with teachers to provide quality Tier I instruction and our DIS's have conducted coaching walks on each campus to provide glows and grows to the overall campus on areas to work on. We are in the process of monitoring the use and progress of our interventions.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Curriculum and Instruction continues to work with teachers to provide quality Tier I instruction. The DIS's have conducted coaching walks on each campus to provide glows and grows to the campus. This support provides opportunities for campuses to focus on targeted needs, plan next steps and coach staff. We are in the process of monitoring the use and progress of interventions. Middle School Campuses have used various data checkpoints to flex student grouping in their 2nd period intervention classes to provide targeted support. Elementary has continued fidelity walks to gain data on our phonics program, we have continued with our Get Better faster coaching walks and training with Region 12. We have provided training to the CIS on the implementation of intervention programs to support Tier 1,2,3 instruction.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Continue to provide supplemental staff, curricula, instructional materials, educational software, and/or assessment resources to identify and support bilingual and ESL students in order to increase academic achievement of Emergent Bilinguals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual Services; Bilingual Learning Specialists; Bilingual District Instructional Specialist</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have purchased Summit K12, Benchmark Taller fonetica, and Rosetta Stone through our department funds. Currently there are 1,982 active students in 2nd - 8th grade using Summit K12.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Students are continuing to use district provided resources, Summit K12, Benchmark Taller fonetica, and Rosetta Stone. Progress tracked through Summit K12 shows that 2,251 students are actively engaged in lessons, and making growth in all language domains.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

**Strategy 3 Details**

**Strategy 3:** Provide the Vizzle platform for SKILLS, Resource, Inclusion, CASTLE 3, and Functional Skills classrooms. The Vizzle platform is aligned to the TEKS and to STAAR Alt 2, and can be used synchronously and asynchronously. The Vizzle platform is designed for PK - 12 students and covers Math, ELA, Science, Social Studies, Arts & Music, Life Skills (including Social Skills), and Transition.

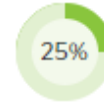
**Strategy's Expected Result/Impact:** Increased student achievement in the core subjects as outlined by the reports provided by the platform.

**Staff Responsible for Monitoring:** Executive Director for Special Education; Director for Special Education; District Special Education Coordinators

**Problem Statements:** Student Learning 1

**Reviews**

**Nov**



**November Evidence of Progress**

Vizzle has been discontinued. The feedback from staff was overall negative and indicated a lack of ease of use. Our DIS McKlish demonstrated Near Pod for the SPED district coordinators and director. The capacity of this existing program allows teachers to customize for the level of the learner. Since this is KISD supported, we will train SPED self-contained staff on Near Pod in December. The inconsistent and sporadic use across the district with Vizzle did not justify the continued expense. We continued the Successmaker application as there is a clear way to use this application as AI, as well as measure growth over time.

**Jan**



**January Evidence of Progress**





NEARPOD continues to be explored as a supplemental curriculum resource for our SPED teachers. Successmaker has been renewed and the SPED LEAD teachers facilitated the licenses for each campus and teacher that wished to continue with this program. We are also investigating a NEARPOD add on capability called Magic School Bus that uses AI to assist teachers with goal writing, measurements, lessons, BIP writing, etc. This demonstration is scheduled for us to determine advantages of the program and a possible pilot. We need to continue to use resources that allow our students to use similar or the same products as their grade level peers. With the changes in testing for our children, and the expectation of growth over time, the seamless transition to on-level peers' resources is much easier if we are also using similar programs within our SPED classrooms..







**Mar**

**March Evidence of Progress**

**June**

**June Evidence of Progress**

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Provide systematic tiered interventions to At-Risk and struggling students. Campus-based interventionists and counselors will provide RtI individualized support and instructional services to identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration; Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools</p> <p><b>Problem Statements:</b> Student Learning 1 - District Processes &amp; Programs 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Elementary and Secondary Learning Services has provided RTI training, as well as provide district intervention and resources for students in RTI.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Secondary has provided RTI training to the coordinators, provided a PPT for campus use, as well as provided intervention support for students in RTI.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Special Education students will be provided individualized support through the use of online interventions and curriculum. These will be specific to student needs and programs including Teach Town, Waterford, Unique Learning System, and Successmaker.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in related academic areas. Increased number of students meeting educational and social functioning goals.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Special Education; Director for Special Education; District Special Education Coordinators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Intentionally planned PLC's have focused on identification of teacher needs, as related to student outcomes. Feedback has been sought several times to determine usage and academic benefits for children. December will see the training of Near Pod for our self-contained teachers to use. Successmaker has been renewed. Redundant applications have not been renewed to allow our teachers to use either Successmaker or Near Pod for their students. STAAR will indicate growth measures in the spring</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   We continue to focus on the needs of our staff, as well as how that complements the needs of our SPED children. We see some staff preferences that are not as well aligned to student expectations as we would like so that shift has begun with the use of only Successmaker and NEARPOD. The intentional use of products that align to the non-disabled peer groups of our SPED children is imperative for the longitudinal needs of our special education children..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Continue to provide supplemental curricula, instructional materials, educational software, and/or assessment resources to identify and support Gifted and Talented students in order to increase academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by curriculum unit assessments, MAP, STAAR; teacher participation and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Advanced Academic Specialist, District Instructional Specialists</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Since October, 421 students have been sent to committee for GT. 91 of these students have qualified for GT, for a total of 22% of the students that have gone to committee have qualified.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The District GT Committee will not meet until 1.26.2024. Currently there are 119 students that have completed the assessment battery and are referred to the District GT Committee for evaluation..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

**Performance Objective 3:** By implementing the district curriculum and strategies to strengthen the instructional core, the number of students graduating on the Distinguished Level of Achievement or Foundation Plan with Endorsements graduation plans will increase by from the previous year, and the number of students graduating college, career, and military-ready will increase to 70% as measured in Domain I.

**HB3 Goal**

**Evaluation Data Sources:** Domain I scores  
Graduation Plan #'s

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue to provide alternative options for credit recovery and advancement for students using online curriculum, credit by examination, exam for acceleration, and summer advancement across all high school campuses and in Evening Academy as well as a dropout prevention program through our dropout recovery school: Pathways Academic Campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Course enrollments and completion, CBE and EFA participation, and passing rates</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents for Secondary Schools; Chief College, Career, &amp; Military Readiness Officer</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>The KISD Evening Academy (EA) fall semester enrollment included 281 high school students attempting to recover credit using Edgenuity. EA Fall Semester will end on December 19th.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>The KISD Evening Academy (EA) enrolled 288 students total; 148 students successfully recovered credits; 116 failed to recover credits; and 24 students withdrew.</p> <p>The KISD Evening Academy (EA) spring semester has enrolled 217 high school students (so far). These are students who are attempting to recover credit using Edgenuity. EA parent informational session was held on January 30th with 33 parents attending..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

**Strategy 2 Details**

**Strategy 2:** Continue to provide CCMR and AVID sessions for students, such as AP study sessions in the spring and college entrance exam prep sessions in the fall and spring, to help students prepare for the PSAT, SAT, ACT, and TSIA2 exams.

**Strategy's Expected Result/Impact:** Increase in exam participation and results

**Staff Responsible for Monitoring:** Advanced Academics Coordinator; Assistant Superintendents for Secondary Schools, Chief College, Career, and Military Readiness Officer; Secondary District Instructional Specialists

**Problem Statements:** Student Learning 2

**Reviews**

**Nov**

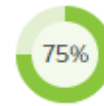


**November Evidence of Progress**

Each high school campus, including special campuses, are offering two-day TSIA2 Boot Camps on campus during the school day. The vendor customizes the camp based upon campus needs. KISD offered an SAT/ PSAT Saturday Boot Camp on September 23, 2023.

Currently each secondary campus offers AVID with a professional trained teacher instructing the courses. There has already been one SAT Boot Camp this fall with another one planned for the spring - February 2024. TSIA2 proctor training is scheduled for the spring in order increase TSIA2 assessing in order to offer increased opportunities for students to become TSIA2 complete. Each Academic Planning Fair offered has tables occupied with current AP and AVID teachers and students to alert the public to the benefit of each program.

**Jan**



**January Evidence of Progress**

In pursuit of academic excellence, each of our 17 secondary campuses is equipped with a dedicated AVID Coordinator overseeing a team of highly trained professionals. These teams employ tailored strategies acquired from their respective strands at the AVID Summer Institute. As part of our ongoing commitment, we have scheduled two SAT Boot Camps in the upcoming months. The first, on February 10th, targets KISD juniors in preparation for the in-school SAT scheduled for March 6th. Additionally, a custom-built SAT Boot Camp is arranged for the district's accelerated 10th-grade testers, coinciding with their in-school SAT on March 6th. Looking ahead, the district has strategically planned three TSIA2 assessment dates in April, providing ample opportunities for students to achieve TSIA2 completion..



**Mar**







**March Evidence of Progress**

**June**

**June Evidence of Progress**





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Continue to support the implementation of Naviance-A College, Career and Military Readiness platform empowering students to stay engaged in their college and career planning, high school graduation planning, and accomplishing their future goals among middle and high school students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the levels of college and career readiness among high school students as indicated on college entrance assessments, industry-based certifications, and student completion of Personal Graduation Plans.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents for Secondary Schools, Chief College, Career, and Military Readiness Officer; Secondary District Instructional Specialists</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The Director for Secondary Guidance and Counseling and the District Instructional Specialist for CTE/STEM provided monthly trainings in preparation for course planning in October. Counselors, the CCMR team, and CCE teachers met with 8th grade students on all 12 campuses to enter PGPs ( 4-year plans into Naviance). High school counselors were sent lists in October of students currently in 9th-12th grade that were missing requests, so that these PGPs could be updated and completed. Approximately 50% of middle school 4-year plans have been completed and 96% of students in grades 9-12 have completed PGPs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The Director for Secondary Guidance and Counseling and the District Instructional Specialist for CTE/STEM continue providing monthly trainings in preparation for course planning in February and March. Counselors, the CCMR team, and CCE teachers have planned the dates for 8th grade students on all 12 campuses to enter PGPs ( 4-year plans into Naviance) this spring. High school counselors were sent lists in January of new students currently in 9th-12th grade that are missing requests, so that these PGPs could be updated and completed. We are still holding at approximately 50% of middle school 4-year plans and 96% of students in grades 9-12 have completed PGPs..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>






Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Continue to hold workshops providing information to elementary and secondary students and parents to include academic programs, high school graduation planning, higher education and financial aid opportunities, social emotional wellness, and life readiness skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of postsecondary processes and options.</p> <p><b>Staff Responsible for Monitoring:</b> Chief College, Career, and Military Readiness Officer; Director for Guidance and Counseling Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2, 4 - Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Parent and student Academic Planning Fairs were held in October 2023 and November 2023. The next Academic Planning Fair is scheduled in January. Additionally, CCMR staff are present during the district's Military Families Connect series for military-connected families to receive this information.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> An Academic Planning Fair was held on January 11th for parents and students. All campus counseling teams deliver guidance lessons incorporating social emotional learning strategies and content. Each campus is allocated a social emotional learning specialist. High school teams have planned Financial Aid sessions for students and parents. Additionally, the district provides scholarship and financial aid sessions for students and parents via "The Scholarship Lady of Central Texas". All high school students have a membership account to "The Scholarship Lady of Central Texas" webpage for scholarship info, FAFSA help, and live and on-demand webinars..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	


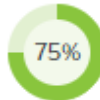
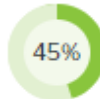
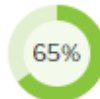
**Goal 2:** 2. Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.





**Performance Objective 1:** Increase the capacity of district and campus leadership to facilitate collaboration and implementation of our The 3 Essentials +1 model which will result in a decrease in teacher attrition and increase retention.

**Evaluation Data Sources:** PD offerings  
Attrition rates

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide professional development opportunities for district leadership, campus administrators and teachers on instructional leadership, data analysis, standards alignment, pacing curriculum, district initiatives, and development of an action plan to improve instruction and support the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by curriculum unit assessments; CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> During the district's Job-Alike days, Ms. Patrice Robinson led all CTE staff in creating pacing calendars for their curriculum, facilitated learning about the implementation of their pre/post assessment platform, and collaborated in PLCs to discuss student needs. Additionally, in Advanced Placement courses, Mr. John Jackson has led AP teacher groups to develop Common Unit Assessments for English Language, English Literature, World History and US History. Pacing in AP courses is determined by College Board.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Professional development of Campus Instructional Specialists and Lead Teachers is ongoing. Targeted professional development has been provided to campuses and campus PLCs as requested. Secondary teachers have had the opportunity to participate in two District Teacher PLCs and provide feedback on unit maps, pacing, and CUAs. Science teachers have received targeted PD on new standards to be implemented next school year. PD outside of contracted time continues to be problematic..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide professional development and support to principals of bilingual campuses, bilingual ESL teachers, ESL teachers, and district bilingual staff on content-based language instruction and research-based strategies that support the learning of Emergent Bilinguals (EBs).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual Services; Biliteracy Learning Specialists; Biliteracy District Instructional Specialist</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Multilingual Services has provided 36 professional development sessions since July 2023. If the time frame begins in August, Multilingual Services has provided 29 sessions. Teacher feedback has been positive as teachers and leaders take back information to support EBs on their campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Multilingual Services has provided 10 professional development sessions for teachers and staff in December 2023-January 2024. One session has been provided to Bilingual and ESL IAs in order to build capacity in effective phonics instruction for emergent bilingual students. Biliteracy Learning Specialists and Biliteracy District Instructional Specialist have started providing job embedded professional development and coaching since January 17, 2024.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Continue to implement Aspiring Leaders Academy (ASPIRE) and an ASPIRE II cohort to build the instructional and cultural leadership capacity of selected assistant principals. Implement Aspiring Collaborative Educators (ACE) cohorts to develop teacher leadership skills to selected teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Participant feedback/attendance, project implementation</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p></p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Continue to monitor and coach the implementation of standards-based, aligned instruction through the Gradual Release of Responsibility Instructional Model, to include District Instructional Coaching Walks two times a year at selected campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by MAP and STAAR. Coaching walks to measure GRR and improved instructional delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> District coaching walks (for the fall semester) have been conducted and helped support the expectations, opportunities for feedback, and the monitoring of tier 1 instruction via GRR.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The next round of District Coaching walks are scheduled for February 20th and 21st of 2024. Executive Directors monitor the implementation monthly during campus visits via classroom walkthroughs and PLC visits. Immediate feedback and next steps as needed are provided during the debrief..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Provide professional development and targeted support to administrators and teachers at campuses that are not making adequate progress, as indicated in the HB 3 Board Goals. Assist low-performing campuses on assessing needs, providing support, and monitoring high quality instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration; Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Principals at low performing campuses participate in targeted support for understanding the new accountability system, targeting intervention for specific student need, increased coaching visits during PLCs and increased classroom observations (to coach for tier one instruction). District coaching walks and additional fidelity walks to monitor district programs have been increased.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Instructional coaches continue working with teachers at low-performing campuses ensuring teacher clarity in planning and modeling best practices. Additional PD support has been provided on breaking down the assessment data to identify targeted groups for extra support and the ESF Framework. Continued coaching visits during PLCs, classroom observations, and fidelity walks.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Provide professional development and support to principals of bilingual campuses, bilingual teachers and parents, and district staff on the tenets of Dual Language to support the learning of Emergent Bilinguals. A bilingual redesign committee will be created to evaluate the effectiveness of bilingual education and offer suggestions about future programming.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of Dual Language resulting in a smooth transition into the program and ultimately in increased achievement for Emergent Bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Elementary Schools, Director of Multilingual Services</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>District coaching walks (for the fall semester) have been conducted and helped support the expectations, opportunities for feedback, and the monitoring of tier 1 instruction via GRR.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Multilingual Services has provided 10 professional development sessions for teachers and staff in December 2023-January 2024. One session has been provided to Bilingual and ESL IAs in order to build capacity in effective phonics instruction for emergent bilingual students. Biliteracy Learning Specialists and Biliteracy District Instructional Specialist have started providing job-embedded professional development and coaching since January 17, 2024.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Provide a New Counselor Induction and New Counselor PLCs for first-year counselors in the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased capacity of elementary and secondary counselors to provide best practices based on the Texas Model for Comprehensive School Counseling Programs.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Guidance Services</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>New Counselor Induction was provided for elementary, secondary, and Social Emotional Learning Specialist (SEL) in July 2023. Monthly PLCs are held; best practice topics for an effective comprehensive school counseling program are discussed as it aligns with the Texas Model. During the PLCs, new counselors/SEL are afforded opportunities to collaborate and share ideas. The PLCs also serve as a safe space for working through counseling challenges.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>New counselor/SEL meetings were held in December and January..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



No Progress



Accomplished



Continue/Modify





Discontinue




**Goal 2:** 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 2:** Increase the capacity of teachers to collaborate and implement The 3 Essentials +1 model which will result in a decrease in teacher attrition and increase retention.

**Evaluation Data Sources:** PD Offerings  
Attrition

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> To improve classroom learning and promote the effective implementation of curriculum, we will continue to provide new-to-the-profession teachers New Teacher Induction professional development and the opportunity to observe experienced teachers within the district. Waivered teachers will be provided a mentor for two consecutive years. Professional development opportunities will be provided for new mentors and a Mentoring Network with leadership opportunities will be available for experienced mentors.</p> <p><b>Strategy's Expected Result/Impact:</b> Grow and retain teachers new to the district. Grow the leadership capacity of existing teachers/mentors.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents for Elementary and Secondary Schools; Executive Directors; Campus Instructional Specialists</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Every new teacher has been assigned a mentor. All mentors that were identified at the beginning of the school year were trained in July and August. Monthly networking and timely training has been conducted monthly from either the district level or campus level through a PLC. Each month discussion points are turned in to ensure communication and collaboration between mentors and protege's. This includes observations and post-observation debriefs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>A mentor continues to be provided for every new teacher after new teacher induction. Mentor Networking has continued through quarterly district level Mentor PLCs. The campus facilitates opportunities for teambuilding experiences bi-monthly between the mentor and protege. Mid-Year surveys have been distributed to collect feedback for continuous improvement. Secondary District Instructional Specialist offered to take new teachers on their required Classroom Observations in the first semester..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide training for teachers to become ESL certified and reimburse cost of certification test upon successful completion.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of ESL certified teachers in the district</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual Services; Biliteracy Specialists</p> <p><b>Problem Statements:</b> Demographics 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>As of July 2023, we had 10 teachers that participated in district provided training that have passed the ESL supplemental certification, notified the district and received reimbursement from KISD. We also had 2 teachers that have participated in a self-study option, notified the district and received reimbursement from KISD.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>As of the last review, we had 18 teachers that participated in district provided training for preparation for the ESL certification test. There have been three that have passed the ESL supplemental certification, notified the district and received reimbursement from KISD. Two of those participated in a self-study option, notified the district and received reimbursement from KISD.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Partner with ESC Region 12 to provide the following Migrant Program Services: 1. Identification and Recruitment 2. Early Childhood 3. Parental Involvement 4. Secondary Credit Accrual 5. Graduation Enhancement 6. Migrant Services Coordination</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> ESC Region 12, Director of Multilingual Services; Biliteracy Specialists</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p>N/A Reviewed but at 0% due to no students qualifying for service</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p>N/A KISD has had no students eligible as a migrant student for supports focused on Migrant students and their families.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Provide ongoing, research-based professional development opportunities for teachers and support staff working with special populations to include dyslexia, 504, special education, Emergent Bilingual, Gifted and Talented, and At-Risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Close work with HR and the Specialized Learning Executive Director has resulted in an increase in the use of contractors due to a shortage of direct hires. The new leadership at the district level is focusing on the</p>

Increase in bilingual certifications/exemptions.  
Decrease student retention.

**Staff Responsible for Monitoring:** Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools; Executive Director for Special Education; Director for Special Education; District Special Education Coordinators; District 504 Specialists; Director of Multilingual Services; Biliteracy District Instructional Specialist; Biliteracy Learning Specialists

**Problem Statements:** Demographics 1 - Student Learning 1, 3

strategies that will help our district to move forward. In that vein, we are seeking feedback on current status to create meaningful plans from the staff feedback. Since we have seen an increase in concerns with our students' behaviors, which negatively impact learning, most professional development opportunities have supported this identified need. (NELI Conference, CPI updates, CPI TOT training with the added Autism supplement.) Multilingual Services has provided 19 professional development sessions since July 2023 for teachers and staff who support EBs. Teacher feedback has been positive as teachers and staff take back information to support EBs on their campus.

**Jan**



**January Evidence of Progress**

The ED and Director of Specialized Learning will be attending TCASE in February to continue seeking innovative ways to increase our capacity and effectiveness with programming. The Director will be attending a Region 12 session on MTSS/RtI implementation in late January.

Face-to-face Dyslexia/504 trainings continue to be provided to multiple campuses. Dyslexia PLCs are held monthly for all district dyslexia teachers. Positive feedback was received from the multiple PD opportunities offered to teachers. Section 504 Facilitators receive training monthly and receive weekly reminders/updates.

GT PD opportunities are continuing to be provided to educators through both in-person district sessions and online platforms, and book studies. Campus GT Coordinators monitor state-mandated PD requirements and provide recommendations for additional PD needs..

Multilingual Services has provided 10 PD sessions for ESL and Bilingual teachers, aides and campus admin to support EB since last review.

**Mar**

**March Evidence of Progress**

**June**

**June Evidence of Progress**

**Strategy 5 Details**

**Strategy 5:** Provide ongoing training and resources to all counselors and College and Career Readiness Teachers on the components of Personal Graduation Plans (PGP), the technical requirements and timeline for entering the PGP information into Naviance, and to support staff with guiding students through career exploration.

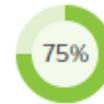
**Strategy's Expected Result/Impact:** Counselor input and feedback on the process; PGPs completed and entered into Naviance for all students in grades 6-12.

**Staff Responsible for Monitoring:** Director of Guidance Services; Chief College, Career and Military Readiness Officer

**Problem Statements:** Student Learning 3

**Reviews**

**Nov**



**November Evidence of Progress**

The Director for Secondary Guidance and Counseling and the District Instructional Specialist for CTE/STEM provided monthly trainings in preparation for course planning in October. Counselors, the CCMR team, and CCE teachers met with 8th grade students on all 12 campuses to enter PGPs ( 4-year plans into Naviance). High school counselors were sent lists in October of students currently in 9th-12th grade that were missing requests, so that these PGPs could be updated and completed. Approximately 50% of middle school 4-year plans have been completed and 96% of students in grades 9-12 have completed PGPs.

**Jan**



**January Evidence of Progress**



The Director for Secondary Guidance and Counseling and the District Instructional Specialist for CTE/STEM continue providing monthly trainings in preparation for course planning in February and March. Counselors, the CCMR team, and CCE teachers have planned the dates for 8th grade students on all 12 campuses to enter PGPs ( 4-year plans into Naviance) this spring. High school counselors were sent lists in January of new students currently in 9th-12th grade that are missing requests, so that these PGPs could be updated and completed. We are still holding at approximately 50% of middle school 4-year plans and 96% of students in grades 9-12 have completed PGPs..

**Mar**

**March Evidence of Progress**

**June**

**June Evidence of Progress**

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Recognize excellence in teaching by selecting elementary and secondary KISD Teachers of the Year.</p> <p><b>Strategy's Expected Result/Impact:</b> Continue the culture of excellence within the district. Encourage and inspire existing staff in their efforts toward improving student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents for Elementary and Secondary Schools; Executive Directors</p> <p><b>Problem Statements:</b> Demographics 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 30%</p> <p>The timeline for principals and teachers for spring semester has been updated and will be disseminated in January. Meetings have been scheduled to review the interview process and make adjustment to the interview process. Meetings have been set to review and update the online application with technology services.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 45%</p> <p>Campus leadership has been informed of the timeline and have begun the process to select a campus representative. Theme, artwork, and items for recognition have been purchased/completed. Space and support for headshots has been secured. Leaders get their next set of steps on Feb 12. Representatives are announced early March..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

**Strategy 7 Details**

**Strategy 7:** Recruit potential teacher applicants by hosting KISD job fairs and participating in job fairs both in and out of state, providing critical subject signing bonuses and stipends in selected areas, and by increasing the web-based recruiting efforts and virtual interview process to broaden and diversify the applicant pool, particularly in identified shortage areas.

**Strategy's Expected Result/Impact:** Increase in the number of qualified applicants applying and being hired for district teacher positions.

**Staff Responsible for Monitoring:** Human Resources

**Problem Statements:** Demographics 1

**Reviews**

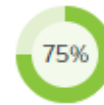
**Nov**



**November Evidence of Progress**

Close work with HR and the Specialized Learning Executive Director has resulted in an increase in the use of contractors due to a shortage of direct hires. The new leadership at the district level is focusing on the strategies that will help our district to move forward. In that vein, we are seeking feedback on current status to create meaningful plans from the staff feedback. Since we have seen an increase in concerns with our students' behaviors, which negatively impact learning, most professional development opportunities have supported this identified need. (NELI Conference, CPI updates, CPI TOT training with the added Autism supplement.) Multilingual Services has provided 19 professional development sessions since July 2023 for teachers and staff who support EBs. Teacher feedback has been positive as teachers and staff take back information to support EBs on their campus.

**Jan**



**January Evidence of Progress**



We are continuing to conduct monthly virtual job fairs and have planned several face-to-face job fairs in the spring. The Board recently approved a contract with a virtual interview company with Handshake. This will allow us to recruit outside of our district more effectively..



**Mar**



**March Evidence of Progress**

**June**




**June Evidence of Progress**









Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Provide professional development opportunities to support classroom teachers that focus on building relationships, increasing engagement, and effective classroom management strategies to include a bully prevention framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Registration rosters of class participants</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Student Services</p> <p><b>Problem Statements:</b> Student Learning 3 - District Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Correspondence was sent to principals on 8/2/2023. The message included the Campus Behavioral Threat Awareness Presentation which was recommended to be presented during staff in-service. The training is designed to provide staff with information in recognizing the signs of harmful, threatening, and violent behavior and reporting methods. The presentation included bullying/cyberbullying because it is considered a threat. Refer to TEC 37.115(f)(2). As far as bully framework, staff with resources regarding bullying/cyberbullying on the Threat Assessment - Safe and Supportive School Program (SSSP) site located in SharePoint Investigation and School Safety page. Note: There was a Bullying and Threat Investigation Timeline.pdf that was approved; it is included on the webpage and introduced during training to campus threat assessment teams.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Two behavior management PD sessions have been completed this semester. Considerable progress has been made with offering sessions. We are seeking higher attendance from teachers from principals. Two more sessions are scheduled for the remainder of the semester..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Continue to provide ongoing professional development opportunities on technology standards, effective technology strategies, and use of technology to improve productivity and student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance records and positive session feedback data.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Services Departments (Campus Technologists, Data and Information Services, District Instructional Technologists); Assistant Superintendents for Elementary and Secondary Schools; Executive Directors for Elementary and Secondary Schools; District Instructional Specialists</p> <p><b>Problem Statements:</b> Student Learning 3 - District Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The District Instructional Technologists have held professional development trainings for campus parent-liaisons and nutrition departments. The District Instructional Technologists have also held trainings in the evenings and during teacher work days. The District Instructional Technologists go to campuses to provide specific training during PLC meetings and after school settings.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The District Instructional Technologist continues to offer PD to departments, adding Specialized Learning from the previous list in November. DITs have also continued to hold training during evenings and teacher work days. As requested, DITs also go to campuses to provide specific training during PLC meetings and after school.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> Provide targeted professional development sessions by content area and grade level to focus on building teacher capacity, monitoring progress, and the utilization of best practice instructional strategies that align instruction to the depth and rigor of the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance in all content areas for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents for Elementary and Secondary Schools; Executive Directors for Elementary and Secondary Schools; District Instructional Specialists</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Secondary DISs provide monthly PD newsletters along with provide FOCUS walks, PLC planning days, and new teacher classroom observations on the campuses. Elementary DIS's have provided new teacher workshops, Phonics Refreshers (3-5), and Early Childhood Framework PD.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Science teachers have received PD on new standards to be implemented next year and upcoming unit support. District PLCs give teachers the opportunity to plan ahead for spiraling difficult TEKS. Action plans produced by teacher PLC as a result of FOCUS Walk feedback have been implemented. Some PLCs have reached one or more goals as a team..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 11 Details	Reviews
<p><b>Strategy 11:</b> Identified teachers will participate in Reading Academy to improve teacher knowledge of the Science of Teaching reading to K-3rd grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading Academies will enable us to implement evidence-based activities to meet the comprehensive reading and literacy needs of students based on the information obtained through student data analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents for Elementary Schools; Campus Administration; Reading Academy Cohort Leaders</p> <p><b>Problem Statements:</b> Student Learning 3 - District Processes &amp; Programs 6</p>	<div data-bbox="1297 120 1352 146" style="text-align: center;"><b>Nov</b></div> <div data-bbox="1276 155 1373 253" style="text-align: center;">  </div> <div data-bbox="1528 120 1906 146" style="text-align: center;"><b>November Evidence of Progress</b></div> <div data-bbox="1415 155 2016 399"> <p>Identified teachers are in the process of completing Reading Academy modules in accordance with TEA pacing guidelines. 5 professional development sessions for Reading Academy have taken place since the beginning of the school year. Feedback surveys have reported 79% of respondents "Satisfied" or "Very Satisfied" with Texas Reading Academies course at the mid-point.</p> </div> <div data-bbox="1297 425 1352 451" style="text-align: center;"><b>Jan</b></div> <div data-bbox="1276 461 1373 558" style="text-align: center;">  </div> <div data-bbox="1549 425 1894 451" style="text-align: center;"><b>January Evidence of Progress</b></div> <div data-bbox="1415 461 2016 734"> <p>Identified teachers are in the process of completing Reading Academy modules per TEA pacing guidelines. 6 professional development sessions for Reading Academy have taken place since the beginning of the school year. Feedback surveys at the end of module 9 (out of 12) have reported 74% of respondents "Agree" or "Strongly Agree" that the module has increased their understanding of best practices related to reading fluency..</p> </div> <div data-bbox="1297 760 1352 786" style="text-align: center;"><b>Mar</b></div> <div data-bbox="1276 795 1373 893" style="text-align: center;">  </div> <div data-bbox="1558 760 1885 786" style="text-align: center;"><b>March Evidence of Progress</b></div> <div data-bbox="1297 912 1352 938" style="text-align: center;"><b>June</b></div> <div data-bbox="1566 912 1877 938" style="text-align: center;"><b>June Evidence of Progress</b></div>

Strategy 12 Details	Reviews
<p><b>Strategy 12:</b> Provide targeted professional development support during calendar teacher professional development days with a focus on the 3 Essentials + 1 model to improve instruction and student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive feedback from professional development surveys.</p> <p><b>Staff Responsible for Monitoring:</b> District Instructional Specialists</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Secondary DISs have provided ongoing PD throughout the semester in the form of traditional PD offerings and targeted campus FOCUS walks and new teacher classroom observations. Elementary DISs have provided targeted professional development during calendar teacher development days on district initiatives to include Benchmark and writing.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Secondary DISs have provided ongoing PD throughout the semester in the form of traditional PD offerings and targeted campus FOCUS walks and new teacher classroom observations. Elementary DISs have provided targeted professional development during calendar teacher development days on district initiatives to include Benchmark and writing. Secondary DISs provide targeted PD to campuses upon request..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 13 Details	Reviews
<p><b>Strategy 13:</b> Provide targeted professional development support for elementary math, including:</p> <ul style="list-style-type: none"> <li>* Create and provide slide decks for K-5 teachers that target hard-to-teach math standards and re-emphasize the importance of reviewing all components of the Instructional Focus Document prior to planning. Elementary Learning Services will share the slide decks via zoom with administrators, who will share the slide decks with individual grade levels during professional development.</li> <li>* Create and provide math professional development sessions (Math Units in Focus) to highlight challenging standards for future units of study.</li> <li>* Utilize a math spiral in 2nd - 5th grades to address a variety of skill, multi-step, graph, and word problems that gradually spiral upward in depth and complexity.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance in elementary math for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Elementary Schools; Executive Directors for Elementary Schools, District Instructional Specialists</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Elementary DISs have provided LoneStar Math as a spiral in grades 2-5 to address a variety of skill, multi-step, graph and word problems. Guided Math PD provided for grades 3-5.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Elementary DIS"s have provided LoneStar Math as a spiral in grades 2-5 to address a variety of skill, multi-step, graph and word problems. Guided Math PD provided for grades 3-5. Fifth grade teachers received Guided Math PD on January 8th.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 2:** 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 3:** Retain and support highly qualified staff by supporting employee wellness and self-care.












**Evaluation Data Sources:** Wellness activity offerings  
Attrition rates

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Host events and provide resources to staff members for awareness of and assistance with mental health and self-care, including: Share a monthly Self-Care Newsletter for KISD staff, provided by the Guidance and Counseling Department and a Self-Care Committee; Host an Annual Mental Wellness Fair; Host a Counseling Community Resource Fair; Host Mini-Wellness Fairs on campuses; Provide a variety of mental health resources for staff via the Guidance and Counseling Department on the district website.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff attendance, participation, views, and feedback <b>Staff Responsible for Monitoring:</b> Assistant Superintendents for Elementary and Secondary Schools; Director of Elementary Guidance Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The Guidance and Counseling Department shares a monthly Self-Care calendar &amp; newsletter beginning September 2023 - May 2024, which includes the district-wide monthly character trait incorporated with self-care goals. These topics provide self-awareness, self-management, and self-reflection strategies that provide staff with tools to self-regulate and enhance their social, emotional, and mental wellness. The Guidance and Counseling district website includes a staff webpage that provides mental health awareness information for staff, and links to other district departments that provides wellness information for staff. School counselors have been provided with information from community resources that are beneficial to staff wellness through a Counseling Community Resource Fair, Counselor fieldtrip to community agencies. Campuses host wellness sessions, mini community resource fairs, and partner with parent liaisons to raise awareness.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The work stated in the previous progress notes continues. The Counseling Dept is currently collaborating with other district departments to plan a district wide Wellness Fair in March.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

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




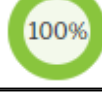

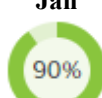
**Performance Objective 1:** Create Multi-platform/multi-lingual communication plan.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Distribute newsletters, resources, and communication in various languages and post helpful information in different languages on KISD website.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and student participation and involvement in school events.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Communications and Marketing Officer; Campus Administration; Director of District and Community Relations; Director of Multilingual Services; Director for State and Federal Programs</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 50 of the 52 campus websites have been completed and moved to the new template. This allows for translation and ADA to be met.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> All campus websites have been moved to the new template.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Continue to research ways to reach parents and community members in various languages via social media through surveys. Surveys will be used to gain feedback on communication channels used by parents, students, employees, and all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and community involvement and reach a larger social media audience.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Communications and Marketing Officer; Campus Administration; Director of District and Community Relations; Director of Multilingual Services; Director for State and Federal Programs</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   We have completed this strategy. KISD now uses Qualtrics to survey stakeholders and has received feedback on preferred communication channels.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   n/a</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   n/a</p> <p><b>June</b> <b>June Evidence of Progress</b>   n/a</p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Ensure content on the district and campus websites is ADA compliant.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and student participation and involvement in school events.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Communications and Marketing Officer; Campus Administration; Director of District and Community Relations; Director of Multilingual Services; Director for State and Federal Programs</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Ongoing due to 2 campus sites that need to be updated. However, KISD has a tool that alerts us if a photo or document on the website is not ADA-compliant. Campus Techs use this tool to monitor their content.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   All campus sites have been updated.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>  </p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

**Performance Objective 2:** Utilize social media to convey regular, positive messaging.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Share positive and engaging stories online that will benefit the KISD community.  <b>Strategy's Expected Result/Impact:</b> Increase awareness surrounding district programs, employee highlights, and parent and community involvement to build the perception of the district through positive marketing.  <b>Staff Responsible for Monitoring:</b> Chief Communications and Marketing Officer</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   KISD has posted daily content and monitored stats to show the sentiment of the district has moved from negative to positive or neutral on social media.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b>  </p> <p><b>June</b> <b>June Evidence of Progress</b>  </p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Monitor social media pages for each campus to ensure positive messaging across the district.  <b>Strategy's Expected Result/Impact:</b> Increase parent and community involvement and increase the perception of the district through positive messaging.  <b>Staff Responsible for Monitoring:</b> Chief Communications and Marketing Officer</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   All social channels are monitored by Meltwater and campuses are encouraged to post content on their page. The PRide team member is also a champion for their campus!</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Social channels are actively monitored to promote regular, positive messaging is posted on campus's social media pages.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



No Progress



Accomplished











Continue/Modify



Discontinue

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

**Performance Objective 3:** Develop a brand strategy and deliver it through a comprehensive marketing campaign.



Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Work with local media and the district's social media to deliver marketing campaign.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the perception of the district.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Communications and Marketing Officer</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>This goal was met in the previous year. Achieved and ongoing.</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p> 	<p><b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>		


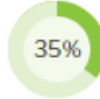




**Goal 3:** 3. Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.



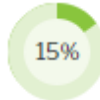

**Performance Objective 4:** Refine and strengthen community engagement and partnerships resulting in a 3% increase in family/community participation in the educational process.





**Evaluation Data Sources:** Volunteer hours served per campus/district  
 Sign in sheets from campus and district parent/community classes, workshops and events  
 Number of community partnerships





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide resources and parent workshops for parent involvement and participation in the IEP process through Parent Resource Center and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance at parent training, increase use of parent room, decrease in parent complaints as identified through the TEA complaint and grievance process.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Special Education; Director for Special Education; District Special Education Coordinators; Parent Educators</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 25% Classes have been offered each month. Attendance has been sporadic. The monthly newsletter has been timely and positive. This is reaching the intended audience.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 50% Classes continue to be offered each month for parents. Attendance continues to be sporadic. We continue to seek ways in which to connect with the community. Special Olympics communication have been distributed and interest is growing. Communications from the district sped department is increasing with quicker turnarounds. Assistance with campus concerns and turn-around time is increasing..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Regularly collaborate with stakeholders using multiple formats and platforms to engage in the work of the district to impact student achievement. Stakeholders will also participate in the annual revision of the District Written Parent and Family Engagement Policy, the annual evaluation of the Title I program, and other topics of interest to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide timely and meaningful stakeholder feedback on current and relevant issues related to students, parents and the needs of the district.</p> <p><b>Staff Responsible for Monitoring:</b> Parenting &amp; Intervention Specialist; Director for State &amp; Federal Programs</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p><b>Nov</b></p>  </div> <div style="text-align: center;"> <p><b>November Evidence of Progress</b></p> <p>The Parenting Specialist showcased engagement resources and opportunities at the KISD Academic Planning Fair on October 19, 2023 and November 9, 2023.</p> <p>A digital form (QR code) was used to gauge parent interest at the Healthy HIT: Mental and Physical Wellness event on October 17, 2023. The data will be used to plan upcoming parent learning experiences.</p> <p>The District Advisory Community/Parent Advisory Council met on October 10, 2023 and November 6, 2023. The Balanced Scorecard was introduced and participants were given opportunities to share feedback about it.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p><b>Jan</b></p>  </div> <div style="text-align: center;"> <p><b>January Evidence of Progress</b></p> <p>The District Instructional Technologists for elementary and secondary schools provided guided practice with Microsoft Forms. They modeled how to use the "Immersive Reader." This function allows parents/families to provide feedback with first language support. Tips were given to make using QR codes more accessible..</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p><b>Mar</b></p> </div> <div style="text-align: center;"> <p><b>March Evidence of Progress</b></p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p><b>June</b></p> </div> <div style="text-align: center;"> <p><b>June Evidence of Progress</b></p> </div> </div>






Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide district-level parent and family engagement opportunities &amp; adult education classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental involvement and support in their child's learning process. Children avoid loss of learning during summer break.</p> <p><b>Staff Responsible for Monitoring:</b> Parenting &amp; Intervention Specialist; Director for State &amp; Federal Programs</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p><b>Nov</b></p>  <p>20%</p> </div> <div> <p><b>November Evidence of Progress</b></p> <p>The Central Texas College partnership brought High School Equivalency (GED) classes to the JPLC building. Classes began in November 2023.</p> <p>The structure of the Computer Classes for Parents and Community was revamped to meet the needs of participants. Beginner skills sessions are now available in October, January and March. Classes began on October 16, 2023.</p> <p>Healthy HIT (High Intensity Training): Mental and Physical Wellness was hosted by Clifton Park Elementary on October 17, 2023. School Nutrition and Counseling provided an action-packed learning experience for parents of elementary students. Topics included a "My Plate" portion sizes discussion and "12 Ways to Keep Your Brain Healthy." The session ended with physical activity (line dancing).</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p><b>Jan</b></p>  <p>30%</p> </div> <div> <p><b>January Evidence of Progress</b></p> <p>GED classes are continuously offered at the JPLC building on Tuesdays and Thursdays.</p> <p>Computer Classes for Parents and Community are small, but effective. Classroom instruction is being tailored to meet the specific needs of participants. For example, support given to enhance typing skills and build detailed spreadsheets..</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p><b>Mar</b></p> </div> <div> <p><b>March Evidence of Progress</b></p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p><b>June</b></p> </div> <div> <p><b>June Evidence of Progress</b></p> </div> </div>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Provide a robust volunteer program throughout KISD to include participation in the Fort Hood Adopt-A-School Program. Each campus will have a trained volunteer coordinator to assist and support volunteers on campus. Volunteers will be honored and recognized at the campus and district level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent, family, and community engagement in all KISD schools. Increase the number of volunteers and increase the perception of the district through positive messaging.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs; Director of District and Community Relations, Parenting and Intervention Specialist; Campus Administration; Campus Volunteer Coordinators</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>At least one person from each campus has been trained to serve as a volunteer coordinator. The training included campus and district policy and procedures. Also, updates to the "Killeen Independent School District Guidelines for Campus Visitors X-A" admin procedure were shared.</p> <p>Flyers with QR codes were used during "Meet the Teacher" and "Open House" to attract returning and new volunteers.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>On January 19, 2024, KISD Volunteer Banquet initial information was emailed to the campus volunteer coordinators. To promote equity with hour calculations, instructions and examples were provided. Submission deadlines were also shared..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Distribute parent newsletters in English, Spanish, German, Vietnamese, and Korean to parents of students in PK -12th grades as well as post to KISD website.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents knowledge of educational support strategies for their children will increase.</p> <p>Increase parent participation and involvement in school events through a multi-platform/multi-lingual communication plan.</p> <p><b>Staff Responsible for Monitoring:</b> Parenting &amp; Intervention Specialist; Director for State &amp; Federal Programs</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>The first quarter newsletter was received from Region 16. The newsletter was shared with the parent liaisons and parent contacts on November 27, 2023 (email). The newsletters were translated, posted on the KISD website, and added to SharePoint.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>On January 19, 2024, The Region 16 Second Quarter Newsletters were shared with the Parent Liaison and Parent Contacts. Topics included information about upcoming STAAR support for parents, family winter fun, and New Year's involvement resolutions..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Support campuses in the implementation of their parenting programs to include support in meeting Title I parent and family engagement requirements. Support will include regular training for Parent Liaisons and Parent Program contacts that models and emphasizes best practices and resources.</p> <p>Parenting Specialist will participate in training to stay current in best practices regarding parent engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses will have a variety of resources to involve parents, families, and community members in school activities. Increased parent support of education.</p> <p><b>Staff Responsible for Monitoring:</b> Parenting &amp; Intervention Specialist; Director for Federal &amp; State Programs</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 6 - Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The Parent Liaisons and Parent Contacts meet with the Parenting Specialist on the second Tuesday of the month. Shouts out, concerns, and strategies are shared. Guest speakers have included the Boys and Girls Club, Military Child Education Collation (MCEC), KISD Community Relations, and KISD District Instructional Technologist (support with Microsoft Forms).</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The Parenting Specialist continues to support campus family engagement opportunities. Took part in reading stories and asking verbal comprehension questions in a station rotation at Nolanville Elementary in December. Attended holiday engagement events at Brookhaven and Ira Cross. On January 8, 2024, the Parenting Specialist gave shout outs, showed pictures, and shared ideas from these events at the Parent Liaison/Contact Meeting..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Provide professional development and instructional materials for parents of EBs to include family literacy services and/or parent and family outreach training to support the learning of EBs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual Services; Bilingual Learning Specialists; Bilingual District Instructional Specialist</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Multilingual Services has attended campus-based Title III sessions at Liberty Hill Middle School and Pershing Park Elementary. We are in the process of planning a parent English phonics session based on parent surveys.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Multilingual Services has continued to attend campus-based Title III sessions. We are currently planning our Title III Event for the Spring.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Expand services provided by the Community-In-Schools program to support at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase community participation and involvement in school events</p> <p><b>Staff Responsible for Monitoring:</b> Director of District and Community Relations</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 4 - Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Three trainings have been held so far with an average of 5 new mentors per training. Not all mentors have been placed as of yet.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We met with Michael Dewees, Executive Director for CIS to discuss the expansion of two schools. CIS will receive a grant for partial funding. KISD will create an additional contract for the funding of this expansion..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Establish a District Mentor Program utilizing community members and organizations who are recruited, trained, and monitored.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase community participation and involvement in school events</p> <p><b>Staff Responsible for Monitoring:</b> Director of District and Community Relations</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Three trainings have been held so far with an average of 5 new mentors per training. Not all mentors have been placed as of yet.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We met with campus staff to share information about the IMPACT Mentor Program. We need to identify an IMPACT Liaison at each campus to serve as the point of contact for the mentors and mentees. This role is critical to the program. Rancier Middle School has identified a staff member for this position. We will meet on Jan 29 to get the program started. Live Oak Ridge is revamping their program. Charles Patterson MS has a student that has completed their 10 sessions with their IMPACT Mentor..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> Increase the awareness of the programs KISD offers to families and students, to include military families before, during, and after transitions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation and involvement in school events. Increased student achievement. Increase in number of complete, accurate high school graduation plans.</p> <p><b>Staff Responsible for Monitoring:</b> Chief College, Career, and Military Readiness Officer; Assistant Superintendents for Secondary Schools</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Parent and student Academic Planning Fairs were held in October 2023 and November 2023. The next Academic Planning Fair is scheduled in January. Additionally, CCMR staff are present during the district's Military Families Connect series for military-connected families to receive this information.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Parent and student Academic Planning Fair was held on January 11th..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 11 Details	Reviews
<p><b>Strategy 11:</b> Hold an Annual Family Fitness &amp; Wellness Fair for the entire KISD community.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and community knowledge of fitness and wellness strategies for students will increase. Increased engagement between the District and Community.</p> <p><b>Staff Responsible for Monitoring:</b> Director for District and Community Relations</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2 - Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The School Health Advisory Council hosts this annual event and initial planning has begun. It will take place on April 20th, 2024.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We shared an update about the fair at the SHAC meeting on Jan 17. The SHAC will begin planning the event on Feb 5. We have established all committees and will begin identifying sponsors..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 12 Details	Reviews
<p><b>Strategy 12:</b> Increase the awareness of Killeen ISD middle school curriculum by developing, distributing, and assisting with facilitation of Parent Curriculum Nights at middle school campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent awareness and understanding middle school curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Secondary Schools, Executive Directors for Secondary Schools, District Instructional Specialists</p> <p><b>Problem Statements:</b> Demographics 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A We have not implemented Parent curriculum nights across the district but we have supported the campuses that have put them into practice.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  Curriculum and Instruction had a Textbook Adoption Parent Curriculum night. Parents were able to review the science, CTE and middle school technology textbooks and resources up for adoption. Parents were able to speak with district specialists, textbook vendors, and teachers from across the district. We also continue to support campus parent curriculum nights..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	









**Goal 4:** 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:** Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly learning environment and reduce the number of disciplinary incidents from the previous year.

**Evaluation Data Sources:** # Disciplinary Referrals

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Implement online Bullying Reporting system for the prevention, identification, response to and reporting of bullying. (HB 1942)(TEC 11.252)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of the Bullying Reporting system; increased administrative response to bullying</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Current guidelines require cases to be completed within ten work days. Our goal is to complete the case with three work days. The average cycle time to complete all processes of a bullying and threat report between August and October 2023 was 6.25 days. (Source - Performance for Bully and Threat Reporter August-October 2023).</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>The average cycle time to complete all processes of a bullying and threat report between November 2023 and January 2024 was 5.5 days. (Source - Performance for Bully and Threat Reporter November 2023 - January 2023)..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide Crisis Prevention Institute (CPI) classes to learn how to defuse challenging and disruptive behavior before an incident escalates to a crisis situation.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the number of restraints implemented during the year.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Special Education; Director for Special Education; District Special Education Coordinators; Behavior Specialists</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2, 4</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p><b>Nov</b> <span style="float: right;"><b>November Evidence of Progress</b></span></p>  <p>CPI has been offered each month this school year, both for initial and recertification. A second session was offered in December due to principal request.</p> </div> <div style="margin-bottom: 20px;"> <p><b>Jan</b> <span style="float: right;"><b>January Evidence of Progress</b></span></p>  <p>CPI continues to be offered monthly. The retooling of the use of the BAS's on the campus continues so that we are more effective and supportive for behavioral needs. The revamping of the BMU apparatus is in process with the recent creation of the BMU feedback team. Region 12 Ashleigh Bramlett has been invaluable. She will also attend with the team to allow us to understand what peer districts are doing that is successful and how that may apply to our work. The team consists of campus admin, teachers, district staff, etc. Various perspectives will be available. Our first meeting occurs next week and the outcome of the meeting will be shared with the BMU PLC the middle of February at their scheduled meeting..</p> </div> <div style="margin-bottom: 20px;"> <p><b>Mar</b> <span style="float: right;"><b>March Evidence of Progress</b></span></p> </div> <div> <p><b>June</b> <span style="float: right;"><b>June Evidence of Progress</b></span></p> </div> </div>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide required review of Student Code of Conduct for all secondary students. Video presentation to be presented to target groups by the end of the third week of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are informed of school expectations and are held accountable for their actions/choices. Decrease in number of office discipline referrals, thus decrease in number of DAEP referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>All campuses in Killeen ISD were required to present the annual KISD Student Code of Conduct video, created by Student Services, during the week of August 14 - August 18 of 2023. Campuses are also required to have a procedure in place for students enrolled after August 18, 2023, to watch this same video. The video includes essential information about the expectations for student behavior and dress while attending school or any school-sponsored activities.</p> <p>In addition, staff have been trained under the district's discipline framework, Restorative Practices. This training is aimed at reducing the number of student discipline referrals and DAEP placements, all while fostering positive relationships between staff, students, and parents.</p> <p>From August through November 2023, as compared to August through November 2022, the total number of discipline referrals have decreased by 19%, total number of ISS assignments have decreased by 11%, and the recidivism rate for DAEP is currently 4.38%.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p><b>June</b> <b>June Evidence of Progress</b></p> 

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Continue the implementations of the District Conduct Committee and the Campus Conduct Committees.</p> <p><b>Strategy's Expected Result/Impact:</b> District wide communication, collaboration and consistency on expectations and student behavior Each campus has assigned administrator on the DCC and a campus administrator to lead the CCC. Meetings are held and minutes are kept.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A Due to the recent resignation of the Executive Director of Student Services, the second DCC meeting is scheduled for Dec. 13th. The first meeting was held on Sept. 6th. In order to be more inclusive, several departments, such as PEIMS, School Safety, KISD Police Dept, School Nutrition, and Transportation are invited to share relevant and important information. We will continue to invite departments in an effort to strengthen the daily activities and responsibilities on campuses.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  A DCC Meeting was held on December 13, 2023. Our next DCC Meetings are scheduled for 2/15/2024 and 5/2/2024..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

**Strategy 5 Details**

**Strategy 5:** Continue to implement a district-wide approach to classroom management using a restorative model of discipline to include providing training and resources to ensure alignment and fidelity of implementation across the district.

**Strategy's Expected Result/Impact:** District wide communication, collaboration and consistency on expectations and student behavior. Reduce the number of students placed in an alternative setting.

**Staff Responsible for Monitoring:** Executive Director of Student Services

**Problem Statements:** District Processes & Programs 2, 4

**Reviews**

**Nov**



**November Evidence of Progress**

Each semester we offer professional development for teachers on Classroom Management Strategies. This training focuses on Relationships, Expectations, Feedback, Monitoring, Consequences, and Management. Each topic is presented in 2hour settings after school. At this time we have complete the first semester of trainings (9/26/23, 10/3/2023, 10/17/2023, 10/24/2023). Remaining classroom management trainings will be held at JPLC 1/23/2024, 1/30/2024, 2/13/2024, 2/20/2024.

**Jan**



**January Evidence of Progress**



Each semester we offer professional development for teachers on Classroom Management Strategies. This training focuses on Relationships, Expectations, Feedback, Monitoring, Consequences, and Management. Each topic is presented in 2hour settings after school. At this time we have complete the first semester of trainings (9/26/23, 10/3/2023, 10/17/2023, 10/24/2023). Remaining classroom management trainings will be held at JPLC 1/23/2024, 1/30/2024, 2/13/2024, 2/20/2024..







**Mar**

**March Evidence of Progress**

**June**

**June Evidence of Progress**




Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Provide professional development for teachers and paraprofessionals on de-escalation techniques, behavior strategies and interventions designed to reduce the number of students, including Special Education students, assigned to ISS and/or Disciplinary Alternative Education Programs (DAEP).</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of student placement, reduce the recidivism rate, address social, emotional, and academic needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Student Services; District Leadership; Campus Administration</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Each semester we offer professional development for teachers on Classroom Management Strategies. This training focuses on Relationships, Expectations, Feedback, Monitoring, Consequences, and Management. Each topic is presented in 2-hour settings after school. At this time we have complete the first semester of trainings (9/26/23, 10/3/2023, 10/17/2023, 10/24/2023). Remaining classroom management trainings will be held at JPLC 1/23/2024, 1/30/2024, 2/13/2024, 2/20/2024.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Each semester we offer professional development for teachers on Classroom Management Strategies. This training focuses on Relationships, Expectations, Feedback, Monitoring, Consequences, and Management. Each topic is presented in 2-hour settings after school. At this time we have complete the first semester of trainings (9/26/23, 10/3/2023, 10/17/2023, 10/24/2023). Remaining classroom management trainings will be held at JPLC 1/23/2024, 1/30/2024, 2/13/2024, 2/20/2024..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Continue to provide a Disciplinary Alternative Education Program at Elementary, Middle and High School levels that addresses the academic, behavioral, and social, emotional, and mental health needs of at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the recidivism rate, address social, emotional, and academic needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Student Services; District Leadership; Campus Administration</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Recent student discipline data suggests a decline in our recidivism rate, as well as overall discipline referrals and ISS assignments. Continued work and training with a refined discipline framework, conducive to Killeen ISD's needs will continue to be developed with all stakeholders.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Discipline referrals are still lower than they were this time last year. ISS placements have increased by 150 placements as compared to Nov-Jan of 2023. DAEP recidivism rates have increased from 1.13% Nov-Jan 2023 to 3.57% Nov-Jan 2024. This is due largely to new legislation mandating DAEP placement for all e-cigarettes and vape pens..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	





**Goal 4:** 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:** KISD programs and supports will positively impact students physical, behavioral, and mental health and will promote student engagement and connectedness.

**Evaluation Data Sources:** Number of self-harm or homicidal protocols, Number of repeat protocols, Discipline data, Student surveys

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Provide professional development opportunities at the district and campus level for students, KISD staff, parents, and community members to learn more about Digital Wellness principles including digital footprints, social media access, copyright, plagiarism, and appropriate use of digital media. The Speak Up survey will be administered to both teachers and students to gauge digital citizenship awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> All campuses will obtain and maintain a Common Sense School status to include hosting one parent night in the fall to discuss digital well being and citizenship for students, protecting themselves, and staying safe.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary and Secondary District Instructional Technologists</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 5 - Perceptions 1</p>	<p>Nov</p> 	<p><b>November Evidence of Progress</b></p>
	<p>Jan</p> 	<p><b>January Evidence of Progress</b></p>
	<p>Mar</p> 	<p><b>March Evidence of Progress</b></p>
	<p>June</p>	<p><b>June Evidence of Progress</b></p>



Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide education and awareness training to all employees via mandatory professional development. Provide education and awareness training to students through the comprehensive school counseling program. Provide parents access to information and awareness training. Examples include:</p> <ul style="list-style-type: none"> <li>-Living Well Aware Adolescents Wellness curriculum training for secondary teachers for secondary students</li> <li>-Teen Dating Awareness training on prevention and intervention of to include a safety plan for victims, parent notification, and perpetrators</li> <li>-On-Demand Trust-Based Relational Intervention (TBRI) training</li> <li>-Trauma-Informed Care Training</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Student participation and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Secondary Schools; Directors of Guidance Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All of KISD's staff are required to complete annual training. One of the annual training documents includes content on teen dating awareness, TBRI, and trauma-informed care. School counselors also continue to work with staff, student, and parents concerning these topics. Parent and staff information is also included on the Guidance and Counseling website.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The Counseling Dept. continues to provide training and share information with counselors, as well as partner with community resources to address the above mentioned topics within our school and communities.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Continue to implement a social emotional learning curriculum that includes the character traits and an enrichment curriculum for mental health wellness. Continue to support collaboration between counselors and teachers through best practices during counselor PLC meetings, guidance curriculum, and campus visits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student's abilities to establish and maintain positive relationships, become productive citizens, and to promote awareness of mental health wellness.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Guidance Services</p> <p><b>Problem Statements:</b> Student Learning 3 - District Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The KISD Guidance and Counseling Department has a Comprehensive Counseling Curriculum that includes the character traits, content areas, competencies, goals, and targets outlined in the Texas Model of a Comprehensive School Counseling Program. Lots of learning and sharing of best practices are happening in counseling PLCs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The Guidance and Counseling Dept. continues to address student needs by using data from the comprehensive needs assessments, observing behaviors, and trends on campuses. We are also reviewing the Capturing Kid's Hearts curriculum for complete or partial adoption.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

**Strategy 4 Details**

**Strategy 4:** Continue to implement a suicide prevention curriculum, across all grade levels and provide training for staff on signs of suicide and steps to follow in the event of threats. Refer to KISD Crisis Management Plan and Administrative Procedures.

**Strategy's Expected Result/Impact:** Increase awareness and recognizes suicide-related risk factors and warning signs.

**Staff Responsible for Monitoring:** Directors of Guidance Services

**Problem Statements:** Student Learning 3 - District Processes & Programs 1, 2, 4

**Reviews**

**Nov**



**November Evidence of Progress**

All of KISD's staff are required to complete annual training. One of the annual training documents is on suicide prevention. There is information in the staff handbook, as well as, the school counselors continue to update staff on recognizing signs and reporting procedures. The counseling curriculum includes suicide prevention strategies. Enrichment curriculum is also taught on middle and high school campuses; the Jason Foundation Curriculum and YAM (Youth Aware of Mental Health).

**Jan**



**January Evidence of Progress**





In addition to continual SEL lessons, all campuses should have completed mental health and suicide prevention enrichment lessons. Secondary campuses will partner with TCHATT to provide YAM throughout the year. The student enrichment lessons, awareness information for parents and staff are also located on the district's Counseling website.



**Mar**



**March Evidence of Progress**








**June**

**June Evidence of Progress**

Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Provide Emergency Operations Training to all district employees, including substitute teachers and continue to conduct Emergency Operations Drills in conjunction with Fort Hood.</p> <p><b>Strategy's Expected Result/Impact:</b> District and Campus Emergency Operation Plan submissions, AAR exercise reports of successful communication and procedures followed</p> <p><b>Staff Responsible for Monitoring:</b> School Safety, KISD Police, District Leadership, Campus Administration, Ft. Hood Officials, Various campus staff</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All campuses are required to conduct an AAR after each Standard Response Protocol (SRP) event and documented on activity log. School Safety is in the process of formulating a process for campuses to submit the AAR exercise report of successful completion and procedures followed. This process will be formulated and communicated in January 2024.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Most campuses are consistently documenting and submitting an AAR after each SRP event to school safety office. The new AAR report (Post Drill Assessment form) was implemented in January 2024 with instructions to each campus safety coordinator. Follow-up training will be conducted during 2024 in-service..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Continue to provide training to all professional employees regarding child sexual abuse and other maltreatment (abuse and neglect) awareness. TEC 38.0041(c)</p> <p><b>Strategy's Expected Result/Impact:</b> Completed required training</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance Services, Campus Leadership</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All of KISD's staff are required to complete annual training. One of the annual training documents is on child sexual abuse and maltreatment (abuse and neglect) awareness. There is information in the staff handbook, as well as, the school counselors continue to update staff on recognizing signs and reporting procedures.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> All staff, as well as, new employees complete the annual training.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Continue to provide information in district handbooks and trainings to counselors, district staff, parents, and the community on mental health awareness, trauma informed care, Safe Place Designation, sex trafficking, sexual abuse and maltreatment of children awareness, utilizing Educational Code Resources found under Section 38.004.</p> <p><b>Strategy's Expected Result/Impact:</b> Student and campus handbooks, campus feedback</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership, Executive Director for Student Services, Director of Guidance Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1 - Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> In the summer of 2023 (and again in November 2023), the district updated the SCOC to align with TASB's model. Items discussed within the SCOC include: threat assessment and safe and supportive school team, and delegation of authority to transfer a student who engaged in bullying. Also updated was the Student Handbook which discusses: child sexual abuse, trafficking, and other maltreatment of children, warning signs of sexual abuse, physical and mental health, mental health support, and other related topics. Mandatory annual trainings for all staff include content addressing the topics above. Counselors have had additional training on these topics in PLCs. The Guidance and Counseling webpage house information that addresses all of topics for staff and parent awareness. Also, many campuses have held parent information sessions and have partnered with Guidance Services, Special Programs, and community resources to provide mental health awareness to both staff and parents.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The above mentioned work of mental health awareness continues, as the Counseling, SPED, and Special Programs Depts. are partnering to plan a Mental Wellness Fair in March.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> The district will continue to implement safety initiatives and procedures such as.</p> <ul style="list-style-type: none"> <li>-TEA Bleeding Control Stations</li> <li>-Multi-hazard emergency operations plan for use in district facilities (SB 11).</li> <li>-Threat Assessment Team and provide training to principals and assistant principals on identifying and assessing potential threats (SB 11).</li> <li>-Facility hardening and safety upgrades</li> <li>-The Commissioner's Rules to Enhance School Safety</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Address behavior or communication that raises concern that a person or situation may pose a danger to the safety of the school, campus, or workplace.</p> <p><b>Staff Responsible for Monitoring:</b> School Safety, KISD Police, Campus Administration</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p><b>Nov</b> <span style="float: right;"><b>November Evidence of Progress</b></span></p>  <p>KISD is in compliance for all initiatives and procedures listed under Strategy 8 with the exception of facility hardening and safety upgrades. Facility hardening - KISD facilities hired an architect to prepare a plan with specification for protective window film placement at all KISD campuses. The process for requesting bids will be provided to potential contractors beginning January 2024. Fall 2024 is the projected completion timeframe for this task. Silent Panic Button - facilities is currently collaborating with technology services to explore options and solutions to provide silent panic alert capability in each classroom and office to alert law enforcement and campus administration of acts or potential acts of violence.</p> </div> <div style="margin-bottom: 20px;"> <p><b>Jan</b> <span style="float: right;"><b>January Evidence of Progress</b></span></p>  <p>In the process of requesting bids for the facility hardening upgrades. Project completion remain slated for Fall 2024..</p> </div> <div style="margin-bottom: 20px;"> <p><b>Mar</b> <span style="float: right;"><b>March Evidence of Progress</b></span></p> </div> <div> <p><b>June</b> <span style="float: right;"><b>June Evidence of Progress</b></span></p> </div> </div>

Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Continue implementation of Senate Bill 1398, Special Education Cameras in self- contained classrooms as requested.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with SB 1398</p> <p><b>Staff Responsible for Monitoring:</b> School Safety, and Executive Director for Special Education.</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> KISD is on compliance with the SB 1398 requirement to offer SPED cameras in self-contained classrooms upon request. KISD established a process for communicating the process to persons authorized to submit a request and the point of contact to submit request.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> KISD continues to be in compliance with the SB 1398 requirement to offer SPED cameras in self-contained classrooms upon request..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> KISD continues to be in compliance with the SB 1398 requirement to offer SPED cameras in self-contained classrooms upon request.</p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p> KISD continues to be in compliance with the SB 1398 requirement to offer SPED cameras in self-contained classrooms upon request.</p>
Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> Utilize a school news network to support the safe and healthy return of students to in-person learning and to increase student engagement and connectedness with their campus as well as improve communication between home and school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of student safety and awareness. Improved levels of student engagement and connectedness. Increased awareness of students and families of programs, events, and opportunities taking place on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Communications Officer</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Scholastic Network is an ongoing communication tool for high school campuses only. We purchased additional screens for KHS and have seen all campuses actively using the software.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We've created awareness campaign content for the Scholastic Network in order to promote positive student engagement and connectedness.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 11 Details	Reviews
<p><b>Strategy 11:</b> Provide Master Classes in band and orchestra to students in grades 7, 8, 9, and 10 at prioritized middle and high school campuses to address learning loss in music resulting from the COVID-19 pandemic and to develop well-rounded learners who are engaged in learning and connected to their school</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> As of November 2023, the Masterclass program has</p>

community.

**Strategy's Expected Result/Impact:** Increased number of students achieving success in band and orchestra in middle and high school who then elect to continue in band and orchestra at the high school level. Increased student engagement across all subject areas.

**Staff Responsible for Monitoring:** Director of Fine Arts

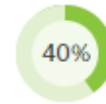
**Problem Statements:** District Processes & Programs 7



increased its number of contracted teachers from 6 teachers in 2022-2023 to 11 teachers in 2023-2024. Program participation has increased from 6 programs in 2022-2023 to 10 programs in 2023-2024. These programs are with Liberty Hill orchestra, Charles Patterson orchestra, Roy J. Smith orchestra, Audie Murphy band, Rancier band, Manor band, Live Oak Ridge band, Eastern Hills band, Liberty Hill band, and Ellison High school band. We hope to add the Charles Patterson and Palo Alto band programs soon.

As expected, our students have begun to experience greater success. To date, students earning a spot in the Texas Music Educators All State Orchestra has increased from 3 to 4, a 33% increase. Students earning a place in the MS All Region Band has increased from 132 students last year to 152 students this year, a 15% increase. And finally, students earning a place in the high school All Region band increased from 16 students last year to

**Jan**



**January Evidence of Progress**

As of February 1st, 2024, the Masterclass program has increased its number of contracted teachers from 6 teachers in 2022-2023; to 11 teachers in Fall of 2023; to 19 in Spring 2024. Program participation has increased from 6 programs in 2022-2023; to 10 programs in fall 2023; to 16 programs in spring 2024. All schools are now participating in Master Class (100% participation). 300 students are impacted by the instruction.



As expected, our students have begun to experience greater success. To date, students earning a spot in the Texas Music Educators All State Orchestra has increased from 3 to 4, a 33% increase. Students earning a place in the MS All Region Band has increased from 132 students last year to 152 students this year, a 15% increase. And finally, students earning a place in the high school All Region band increased from 16 students last year to 19 students this year, a 21% increase..

**Mar**







**March Evidence of Progress**

**June**

**June Evidence of Progress**

Strategy 12 Details	Reviews
<p><b>Strategy 12:</b> The district will provide a restorative practices aide at each middle school to work with targeted students on a sense of belonging, positive relationships, and physical and mental health.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased behavior incidents, decreased in-school and out-of-school suspension assignments.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Secondary Schools</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>All new teachers were trained in Restorative Practices which is a motivational program centered around building positive relationships between teachers and students. Restorative aides have been hired and trained and one is assigned to each middle school. District Alternative Placements are being reviewed and tracked by campus and offense. Each campus has conducted a climate and culture survey, and principals will be sharing the results with their faculty and staff in January.</p> <p>From August through November 2023, as compared to August through November 2022, the total number of discipline referrals have decreased by 19% and the total number of ISS assignments have decreased by 11%.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>We are adding Capturing Kids Hearts to our strategy in order to help build a foundation centered around relationships for all stakeholders. Contracts are being discussed and training is being planned for the 24-25 school year. Additionally, we are looking to expand our DAEP placements to include campuses within a campus to tackle the non-violent mandatory placements such as nicotine vaping and persistent misconduct. This is in the works with the hopes of piloting the fourth nine weeks.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 13 Details	Reviews
<p><b>Strategy 13:</b> Provide behavioral and mental health supports to students through TCHAT, Central Counties Services, Advent Health, MFLC, and other community resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of Tier 3 referrals, decreased number of crisis incidents because of referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Guidance Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Tier 3 services, services provided to meet ongoing behavioral/mental health needs of students. The district has MOUs with Texas Child Health Access Through Telemedicine , Central Counties Services, School Behavioral Health, and Fort Cavazos. (TCHAT) is available to all KISD campuses; students receiving services through CCS may receive campus visits from their Qualified Mental Health Professional for social skills and strategies as needed and determined by CCS professionals. KISD's partnership with Advent Health employs licensed mental health professionals to serve on campuses. Currently, SBH employees through Advent Health are housed at Killeen Elem, Hay Branch Elem. Palo Alto MS, and Gateway. SBH employees are also serving in on-post campuses. Military Family Life Counselors are on campuses that serve at least 40% military connected families. We are also partnering with several community resources that provide wellness activities for staff and students across the district.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Our partnerships continue. The director attends several community initiatives to gain insight and learn of new opportunities for student, staff, and families that are available in the community.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	




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







**Performance Objective 1:** Through efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state, and federal requirements.

**Evaluation Data Sources:** Local, State, Federal Requirements

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Each campus will engage with stakeholders to conduct a comprehensive needs assessment (CNA) and develop a campus improvement plan (CIP) that addresses identified needs toward improving student achievement for all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in all core subjects.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals; Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>All campuses have engaged with their stakeholders and have collaboratively completed their CIPs. All CIPs were presented and approved by the Killeen ISD School Board. All campuses will complete quarterly formative reviews to continuously ensure the resources are allocated appropriately.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>All campuses have engaged with their stakeholders through SBDM meetings and Newsletters. The first quarterly review has been completed by campuses with input from all stakeholders too. In addition, adjustments have been to some CIPs based on additional campus needs identified through observations and assessment data..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide services to students identified as homeless under the McKinney-Vento Homeless Assistance Act through the Homeless Awareness and Response Program (HARP) in conjunction with community partnerships across the district. HARP counselor will attend professional development to remain current on best practices for serving homeless students.</p> <p><b>Strategy's Expected Result/Impact:</b> Homeless students will attend school and progress academically at the same rate as their peers.</p> <p><b>Staff Responsible for Monitoring:</b> HARP Counselor; District Homeless Liaison</p> <p><b>Problem Statements:</b> Demographics 2</p>	<div data-bbox="1297 120 1352 147" style="text-align: center;"><b>Nov</b></div> <div data-bbox="1276 155 1377 253" style="text-align: center;">  </div> <div data-bbox="1528 120 1906 147" style="text-align: center;"><b>November Evidence of Progress</b></div> <div data-bbox="1415 155 2003 399"> <p>Over 500 students identified and enrolled in HARP (McKinney-Vento Program). Feeding projects for the fall and Thanksgiving break have been completed and provided over 200 food boxes to families during periods when the district was closed and students did not have access to usual breakfast and lunch meals provided during the school day. 165 school of origin transportation routes have been provided.</p> </div> <div data-bbox="1297 423 1352 451" style="text-align: center;"><b>Jan</b></div> <div data-bbox="1276 459 1377 557" style="text-align: center;">  </div> <div data-bbox="1545 423 1894 451" style="text-align: center;"><b>January Evidence of Progress</b></div> <div data-bbox="1415 459 2024 792"> <p>To date, there are 655+ students who are identified and/or who have been submitted for enrollment into HARP. Project Spring is currently underway (where students will be fed during the week the district is closed for Spring Break). 1st, 2nd, and 3rd HARP Quarterly Meetings have all been completed. Monthly HARP Trainings have been and continue to be offered for those who require it since the beginning of the 23-24 school year. 205+ transportation routes have been established and/or updated between KISD, and our neighboring districts BISS and TISS as of 1.31.2024..</p> </div> <div data-bbox="1297 816 1352 844" style="text-align: center;"><b>Mar</b></div> <div data-bbox="1556 816 1885 844" style="text-align: center;"><b>March Evidence of Progress</b></div> <div data-bbox="1297 868 1352 896" style="text-align: center;"><b>June</b></div> <div data-bbox="1566 868 1875 896" style="text-align: center;"><b>June Evidence of Progress</b></div>

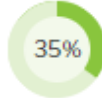
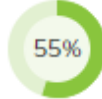
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide required services to private, non-profit schools as required by the Every Student Succeeds Act (ESSA).</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff in private, non-profit schools receive required services.</p> <p><b>Staff Responsible for Monitoring:</b> Director for State &amp; Federal Programs; Compliance Specialist</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A Initial consultations have been held and allocation amounts have been provided to all PNP campuses. (Federal Allocations = 2% expended overall) TI: 4% (expended) (Services have not been started due to the non availability of tutors.) TI PAR: 0% (expended) TII: 0% (expended) TIV: 0% (expended)</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  (Federal Allocations to Private Nonprofit Schools = 5% expended overall) TI: 6% (expended) (Services have not been started due to the non availability of tutors.) TI PAR: 0% (expended) TII: 6% (expended) TIV: 0% (expended)..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Director for Federal &amp; State Programs, District Homeless/Foster Care Liaison, and Federal &amp; State Programs department staff will attend training in order to stay abreast of current federal regulations and best practices in state and federal programs. The Federal &amp; State Programs department will support the district in the implementation of federal and state requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Federal programs will be in compliance with all state and federal laws as well as with local policy.</p> <p><b>Staff Responsible for Monitoring:</b> Director for State &amp; Federal Programs; Compliance Specialist</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>  The district expends federal funds to purchase Title I Crate; a database accessible to all SW TI campuses for management of compliance documentation. At present, there are 2532 assigned compliance documents to be completed for the 23-24 school year. Of these documents, 54% have been successfully completed.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  TI Crate Database: At present, there are 2532 assigned compliance documents to be completed for the 23-24 school year. Of these documents, 69% have been successfully completed..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>








Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Provide evaluations and therapy opportunities, such as Teletherapy, to ensure special education services are provided in a timely manner.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with service minutes owed and evaluations due.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director For Special Education</p> <p><b>Problem Statements:</b> Demographics 1 - District Processes &amp; Programs 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teletherapy is being utilized for several campuses for our required speech services. Additionally, SPED is partnering with human resources and budget services so we may use a significant number of outside contractors for several positions to allow for the needs of our special education students to be met. We are actively working on timely and compensatory services concurrently.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We have a continued focus on hiring contracted staff to fill needs for our special education children. We are working closely with the HR department to directly hire the few staff that are becoming available from December graduations (diagnosticians, LSSP.) We are also partnering with HR to keep them apprised of contractors and their services. A shared spreadsheet has been created for seamless communication. Teletherapy continues to be a significant part of our speech work and we are fielding concerns and adjusting as we are made aware of concerns with this methodology. A focus on compensatory services for staffing shortfalls continues. Projects for supplemental hours on weekends and evenings have also been implemented to address backlogs of need..</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

**Performance Objective 2:** Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

**Evaluation Data Sources:** Local, State, Federal Requirements

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue to provide technology resources for students and staff based on adopted standards for computers and iPads. Provide technology to enable efficient and effective teaching, learning, and communication between all stakeholders as they utilize with the Learning Management System.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased resources in place for teachers and students to use Increased student achievement Increased teacher capacity to use a digital instructional technologies</p> <p><b>Staff Responsible for Monitoring:</b> Elementary &amp; Secondary District Instructional Technologists</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Elementary adopted new software to align with state standards. Continue to connect software to Schoology, the district Learning Management System, for student and staff efficiency.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Elementary has continued to provide PD to newly adopted software (Istation, ST Math, and Benchmark Phonics) to teachers, CISs, and campus leadership. Software has continued to be connected to Schoology, the district's Learning Management System for students 3-12, and staff efficiency.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Provide an assessment platform that allows for continuity for assessment, data collection, and dual language.</p> <p><b>Strategy's Expected Result/Impact:</b> Support all learners and efficiently manage and allocate district resources.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents of Secondary and Elementary Schools; Director of Multilingual Services, District Instructional Specialists; Elementary &amp; Secondary District Instructional Technologists</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3</p>	<p><b>Nov</b></p> <p></p> <p><b>Jan</b></p> <p></p> <p><b>Mar</b></p> <p></p> <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p>  <p><b>January Evidence of Progress</b></p>  <p><b>March Evidence of Progress</b></p>  <p><b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>		