Killeen Independent School District

Nolanville Elementary School

2023-2024 Formative Review with Notes

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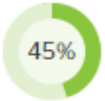
Goals

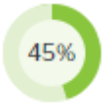
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: Through implementation of the standards-based aligned district curriculum within the gradual release of responsibility framework, by June of 2024, performance will increase from 66% in 2023 to 70% of all students meeting grade level proficiency standards in writing.

Evaluation Data Sources: % of students written compositions meeting grade level expectations
% of grade level meeting grade level proficiency in writing on Curriculum Unit Assessments

Strategy 1 Details	Reviews
Strategy 1: Teachers will administer a written open-ended response assessment each nine weeks to check student progress towards grade level standards. **Strategy's Expected Result/Impact:** Writing samples reviewed in PLC meetings monthly and percent of students gaining proficiency towards grade level goals will improve by 10% . **Staff Responsible for Monitoring:** Principal, CIS, Classroom Teacher **Problem Statements:** Student Learning 1	**Nov** — **November Evidence of Progress**  Teachers provide open-ended written responses during unit assessment. **Jan** — **January Evidence of Progress** Teachers routinely provide students with open-ended responses. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Campus will provide writing professional development throughout the school year to include best practice strategies for teaching the core curriculum, integrating writing across content areas, and incorporating the writing components of balanced literacy through the Gradual Release of Responsibility framework. **Strategy's Expected Result/Impact:** Increased student achievement in writing over the course of the school year as evidenced by writing samples and STAAR assessments. **Staff Responsible for Monitoring:** Teachers, CIS, Assistant Principals, and Principal **Title I:** 2.4 **Problem Statements:** Student Learning 1	**Nov** **November Evidence of Progress** Teachers received professional development through Empowering Writers. Pre-conference, led example lesson in a classroom, and post-conference. **Jan** **January Evidence of Progress** Empowering Writers PD was provided to teachers in December and February to model students writing a constructed response. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Teachers will analyze CUA editing and revision assessments and implement spiral review of TEKS needing more practice for mastery. **Strategy's Expected Result/Impact:** Increased effectiveness with revision and editing skills appropriate to each grade level. **Staff Responsible for Monitoring:** CIS Principal Teachers **Problem Statements:** Student Learning 1	**Nov** **November Evidence of Progress**  Teachers regularly discuss the CUA data and make plans for spiral review throughout the year such as Lone Star math and Sentence of the Day (Empowering Writers). **Jan** **January Evidence of Progress** Some grade levels are discussing CUA data during grade level planning times to address spiraling of skills. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 4 Details	Reviews
Strategy 4: Literacy teacher will collaborate with grade level teachers to plan and implement writing lessons to improve student's engagement and proficiency in writing achievement . **Strategy's Expected Result/Impact:** Seventy percent of students will make progress in writing achievement over the year and reach the grade level standard for writing proficiency. STAAR met approaches standard in ELAR will improve by 5% from 2022. **Staff Responsible for Monitoring:** Principal CIS **Title I:** 2.4 **Problem Statements:** Student Learning 1	**Nov** 50% **November Evidence of Progress** The literacy coach and teachers meet regularly to plan lessons that mirror future CUA writing objectives. **Jan** 65% **January Evidence of Progress** Literacy teacher continues to model teach and collaborate with teachers consistently in 2nd and 3rd grade. First grade and fourth grade teachers also are provided model teaching and co-teaching opportunities. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 5 Details	Reviews
Strategy 5: Administrators will monitor implementation of standards-based aligned lessons through a gradual release of responsibility model with writing TEKS through providing on -going instructional coaching based on walkthroughs and lesson plans. **Strategy's Expected Result/Impact:** 10% increase in end of year STAAR met approaches standard in writing. **Staff Responsible for Monitoring:** Principal Assistant principals CIS **Title I:** 2.5	**Nov** 45% **November Evidence of Progress** Teachers are experiencing walkthrough observations and conferencing to provide instructional feedback. **Jan** 55% **January Evidence of Progress** Walk-throughs show evidence of standars-based aligned lessons. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

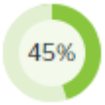
Performance Objective 2: Through monitoring the progress of all student groups (race/ethnicity, special education, EB, economically disadvantaged), and implementing research-based instructional strategies, the percent of all student groups achieving grade level standard in reading proficiency, science, and mathematics will increase 5% by June of 2024.

Evaluation Data Sources: STAAR Results, TELPAS, Domain 2 of Accountability report

Strategy 1 Details	Reviews
Strategy 1: The EB teacher will provide the EB students small group instruction focused on building vocabulary and language skills applied in reading, math, social studies, and science content. **Strategy's Expected Result/Impact:** Improvement in academic achievement for EB students of 10% from 2022 to 2023 in STAAR reading, math, and science. **Staff Responsible for Monitoring:** Principal, APs, ELL Teacher **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 7	**Nov** — **November Evidence of Progress** The EB teacher is providing small group instruction during intervention hour per grade level. **Jan** — **January Evidence of Progress** The EB teacher is providing small group instruction during intervention hour per grade level. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Instructional assistants and teachers will provide RtI Tier 2 intervention to students, including at-risk, to increase mastery of grade level reading and math skills through small group guided instruction. **Strategy's Expected Result/Impact:** Increased STAAR results by 10% for at risk, economically disadvantaged, and emergent bilingual students. **Staff Responsible for Monitoring:** CIS Principal **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 2, 3, 4, 11, 12	**Nov** — **November Evidence of Progress** District interventionist and aides provide small group instruction during MySpace time for all grade levels. **Jan** — **January Evidence of Progress** District interventionist and aides provide small group instruction during MySpace time for all grade levels. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Special education teachers will provide special education students on grade level instruction in an inclusion and collaborative teaching model. **Strategy's Expected Result/Impact:** STAAR Results will increase by 3% for special education students. **Staff Responsible for Monitoring:** Principal, APs, Sped Teacher **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 4	**Nov** — **November Evidence of Progress** Students are pulled for resource and teachers are collaborating through inclusion in the classroom to provide grade-level instruction. **Jan** — **January Evidence of Progress** Students are pulled for resource and teachers are collaborating through inclusion in the classroom to provide grade-level instruction. Special education teachers collaborate with general education teachers to ensure instruction is scaffolded up to meet expectations for grade level mastery. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 4 Details	Reviews
Strategy 4: Teachers will implement ST Math, Istation, and Vizzle for academic interventions in math and reading for students in RtI Tier 2 intervention and special education students in kindergarten through fifth grade. **Strategy's Expected Result/Impact:** Increased percent of students that met growth projections in Kindergarten through 5th grade on MAPS. **Staff Responsible for Monitoring:** Principal, APs, Sped Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 4	**Nov** — **November Evidence of Progress**  The students participate in ST Math and Istation for academic interventions daily during MySpace and other available times during the day. **Jan** — **January Evidence of Progress** ST Math progress for the campus is at the expected progress for the program (46%). 100% of students are taking ISIP monthly assessments and engaging in iStation per the recommended minutes. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 5 Details	Reviews
Strategy 5: Special education and EB teacher will meet with collaborative general education teachers weekly to share student progress and develop differentiated lessons to support student success. **Strategy's Expected Result/Impact:** PLC Notes **Staff Responsible for Monitoring:** Principal CIS **Problem Statements:** Student Learning 4, 7	**Nov** — **November Evidence of Progress** Special education teachers collaborate weekly with general education teachers. **Jan** — **January Evidence of Progress** Special education teachers collaborate weekly with general education teachers. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 6 Details	Reviews
Strategy 6: GT teachers will plan differentiated instruction strategies which will increase the mastery level of reading and math TEKS for GT students. **Strategy's Expected Result/Impact:** Increased percent of students meeting yearly growth on Reading and Math MAPS. **Staff Responsible for Monitoring:** Principal APs CIS GT Teachers **Problem Statements:** Student Learning 5	**Nov** — **November Evidence of Progress** We have had two GT PLCs to plan differentiated instruction. **Jan** — **January Evidence of Progress** GT teachers continue to differentiate for students through enrichment options for lessons. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 7 Details	Reviews
Strategy 7: The campus will monitor progress of all students in reading, math, writing, and science, and provide additional deliberate practice to master grade level content. **Strategy's Expected Result/Impact:** Increased performance on formative assessments after targeted instruction to mastery of 70% or greater. **Staff Responsible for Monitoring:** Principal, APs, CIS, Teachers **Problem Statements:** Student Learning 3, 4, 11, 12	**Nov** — **November Evidence of Progress** The teachers participate in at-risk PLCs discussing student progress, monitor the grade book, and implement small group instruction for additional practice. **Jan** — **January Evidence of Progress** Teachers are providing intervention and small group instruction based on student's formative data. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 8 Details	Reviews
Strategy 8: Teachers will provide additional science learning experiences virtually to build background knowledge and increase higher level application of process standards. **Strategy's Expected Result/Impact:** Increased performance on STAAR science by 10%. **Staff Responsible for Monitoring:** CIS, 4th and 5th grade teachers **Title I:** 2.4 **Problem Statements:** Student Learning 6	**Nov** — **November Evidence of Progress** 4th and 5th grade uses STEMSCOPES to plan virtual science experiments routinely. **Jan** — **January Evidence of Progress** All grade levels continue to use STEMSCOPES to provide virtual experiences and build background knowledge. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 9 Details	Reviews
Strategy 9: Provide students with enriching hands-on experience to apply divergent thinking strategies across curricular content. **Strategy's Expected Result/Impact:** Gifted and Talented students will apply creative thinking strategies in different contexts effectively as evidenced in mastering the STAAR reading and math 2023 tests. **Staff Responsible for Monitoring:** CIS, GT teachers, Assistant Principal **Problem Statements:** Student Learning 5	**Nov** — **November Evidence of Progress** Every Wednesday, the students participate in hands-on science activities. **Jan** — **January Evidence of Progress** Every Wednesday, the students participate in hands-on science activities. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

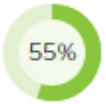
 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Through implementation of standards-based aligned curriculum and research-based instructional strategies by June of 2024, STAAR performance will increase 5% (81%) at the Approaches standard and 10% (68%) at the Meets standard in reading and 80% of students will make one year of growth in reading.

HB3 Goal

Evaluation Data Sources: STAAR
MAPS RIT score
Fountas & Pinnell BAS assessments
CIRCLE

Strategy 1 Details	Reviews
Strategy 1: Teachers will implement annotation of texts and modeling of constucted writing responses in a Gradual Release of Responsibility Framework using a variety of texts which relate to at risk, economically disadvantaged, and students in the white or African American demographic groups interests, and science or social studies content to increase student engagement, build vocabulary, and improve comprehension. **Strategy's Expected Result/Impact:** Increased STAAR reading scores from 2023 by 5%. 80% of students will make 1 year of growth in reading based on MAPS RIT. Fountas and Pinnell BAS assessments show one year of growth. **Staff Responsible for Monitoring:** Principal CIS Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 2, 4, 12	**Nov** — **November Evidence of Progress** Teachers are utilizing various resources to model annotation of text to take notes. Professional development was provided in 3rd-5th grade PLCs to support increased teacher efficacy with this strategy in the first nine weeks of school. **Jan** — **January Evidence of Progress**  Teachers are utilizing various resources to model annotation of text to take notes. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: In pre-kindergarten through fifth grade, teachers will adjust instruction to meet the needs of individual learners so all students to include at risk and those in the white and African American demographics achieve growth in reading achievement. through: *implementing small group reading or skills based literacy groups based on CIRCLE or F & P assessments. *implementing phonemic awareness, phonics, vocabulary, and fluency activities daily to build foundational reading skills. *providing supplemental instruction to students with characteristics of dyslexia **Strategy's Expected Result/Impact:** Increase STAAR reading performance by 8% from 2019. 80% of students will make one year of growth in reading base on MAPS RIT score and CIRCLE. **Staff Responsible for Monitoring:** Principal CIS **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 8, 12 - School Processes & Programs 4	**Nov** — **November Evidence of Progress** Teachers utilize small-group instruction weekly during instruction and intervention and implement Benchmark for phonics daily. **Jan** — **January Evidence of Progress** Teachers utilize small-group instruction weekly during instruction and intervention and implement Benchmark for phonics daily. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Literacy teacher will collaborate with and coach teachers to implement interactive read aloud, Close Reading, and small group reading to increase student's comprehension of various texts. **Strategy's Expected Result/Impact:** Increased % of students meeting grade level reading proficiency standards in STAAR and MAPS. **Staff Responsible for Monitoring:** Principal CIS **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 12	**Nov** — **November Evidence of Progress** Literacy coach has been modeling phonics lessons and annotation of texts with short passages with 3rd-5th grade. **Jan** — **January Evidence of Progress** Literacycoach is meeting with small groups of students in the "meets" category on targeted skills in reading and writing. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

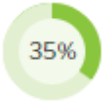
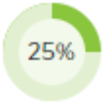
Strategy 4 Details	Reviews	
Strategy 4: During PLCs, teachers will utilize data analysis protocol with CUA assessments to redesign lessons with research-based practices and increase student proficiency with hard to learn TEKS in reading . **Strategy's Expected Result/Impact:** Increased mastery on readiness standards after targeted instruction based on formative assessments. **Staff Responsible for Monitoring:** Principal, CIS, teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1, 3	**Nov**	**November Evidence of Progress**
	N/A	
	Jan	**January Evidence of Progress**
		Teachers analyze CUA data to adjust instruction during grade level planning.
	Mar	**March Evidence of Progress**
	June	**June Evidence of Progress**

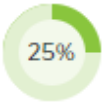
 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Through implementation of standards-based aligned instruction and research-based instructional strategies by June of 2024, 80% of students will reach the Approaches standard and 50% the Meets standard on math STAAR and all students will make one year of growth in mathematics proficiency.

Evaluation Data Sources: STAAR
MAPS growth
CIRCLE

Strategy 1 Details	Reviews
Strategy 1: Teachers will implement Model Math problem-solving (Grades 2-5) and Numeracy daily to increase proficiency with applying a problem solving process. **Strategy's Expected Result/Impact:** Increased proficiency in problem solving TEKS in grades KG-5 from 2022 based on STAAR results and MAPS data. **Staff Responsible for Monitoring:** Principal CIS **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	**Nov** — **November Evidence of Progress**  Model Math is being used as a problem-solving strategy daily instruction with word problems and LoneStar Math. **Jan** — **January Evidence of Progress**  Model math is being done at grade levels but done three times a week consistently compared to daily due to Lone Star spiral review. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Teachers will monitor student's progress on math Curriculum Unit Assessments (CUA) and adjust small group instruction to increase student mastery through utilizing data protocol in PLCs . **Strategy's Expected Result/Impact:** Increased proficiency on TEKS students did not master on CUAs and increased % of students meeting Approaches standard on STAAR **Staff Responsible for Monitoring:** Teachers CIS Principal **Title I:** 2.4 **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 3, 4, 5	**Nov** — **November Evidence of Progress** Students are monitored for progress after each CUA and teachers adjust small group instruction based on the data. **Jan** — **January Evidence of Progress**  Common grade level conversations are utilized routinely. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Administrators and teachers will use curriculum documents to develop teacher clarity and aligned lessons for number sense, computations and algebraic reasoning. Additional intervention will be provided for at-risk, African-American and White student groups. **Strategy's Expected Result/Impact:** Increase % of students meeting targets for Closing the Gaps in Domain 3 by 5%. Increase the % of students making one year growth in math by 10%. **Staff Responsible for Monitoring:** Principal CIS Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 3, 4, 9, 11	**Nov** **November Evidence of Progress** Teachers utilize the Instructional Focus Document (IFD) as they implement and align lesson plans. **Jan** **January Evidence of Progress** Teachers use IFDs and district curriculum documents to align instruction. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 4 Details	Reviews
Strategy 4: Pre-kindergarten through fifth grade teachers will implement Number Sense and fact fluency routines to build number sense and ability to solve problems in real-life situations as well as aligned small group instruction and activities. **Strategy's Expected Result/Impact:** Increase the % of students meeting math EOY standards on MAPS (Grades KG-5) and CIRCLE (PK) by 10%. **Staff Responsible for Monitoring:** Principal CIS **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math	**Nov** **November Evidence of Progress** Teachers utilize fact fluency routines weekly to build number sense ability- including Xtra Math. **Jan** **January Evidence of Progress** Pre-k through second grade teachers utilize number sense games and routines to build fluency with number sense. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

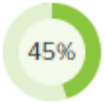
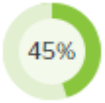
Strategy 5 Details	Reviews
Strategy 5: Campus will provide tutoring for at risk students to support students in applying problem-solving strategies and close achievement gap on math standards. **Strategy's Expected Result/Impact:** Increase the percent of at risk students that achieve the meets standards on math CUAs. **Staff Responsible for Monitoring:** Principal CIS Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 4	**Nov** — **November Evidence of Progress** Teachers support students with opportunities to participate in tutoring before and after school. **Jan** — **January Evidence of Progress** Teachers support students with opportunities to participate in tutoring before and after school. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

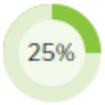
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 5: Through implementation of standards-based aligned curriculum and research-based instruction by June of 2024, STAAR performance in science will increase by 8% (72%) for the Approaching grade and 5% (45%) for the Meets level standard.

Evaluation Data Sources: Science STAAR 2023
Curriculum Unit Assessments (CUAs)

Strategy 1 Details	Reviews
Strategy 1: Teachers will provide hands-on science experiments 50% of science instructional time and students will increase proficiency of applying process standards in science TEKS. **Strategy's Expected Result/Impact:** Increased scores on science CUAs from 2019 by 10%. **Staff Responsible for Monitoring:** Principal CIS **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 6	**Nov** — **November Evidence of Progress**  Students engage in hands-on science experiments/ activities every Wednesday weekly. **Jan** — **January Evidence of Progress**  Students engage in hands-on science experiments/ activities every Wednesday weekly. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Teachers will utilize curriculum documents to build clarity about TEKS and developing standards aligned GRR lessons with an aligned learning task. **Strategy's Expected Result/Impact:** Increased scores on STAAR science and increased percent of aligned learning tasks observed in classrooms. **Staff Responsible for Monitoring:** Administrators	**Nov** — **November Evidence of Progress** Teachers utilize the Instructional Focus Document (IFD) and Sample Progression Charts to develop clarity regarding the TEKs aligned with the GRR lesson planning. **Jan** — **January Evidence of Progress** Teachers utilize the Instructional Focus Document (IFD) and Sample Progression Charts to develop clarity regarding the TEKs aligned with the GRR lesson planning. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Students will engage in field-based experiences in Earth and Space science to build background knowledge and application of knowledge to real-world experiences. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting. **Strategy's Expected Result/Impact:** Increase proficiency in Earth and Space reporting category on Science STAAR exam and CUA over Earth and Space units from 2023 STAAR data (5 out of 11 questions correct). **Staff Responsible for Monitoring:** Teachers Administrators Campus Instructional Specialist **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 4, 6	**Nov**  **November Evidence of Progress** Students participate in field-based trips once to twice a year to engage in real-world experiences regarding Earth and Space sciences. **Jan** **January Evidence of Progress** 3rd through 5th grade has attended fieldtrips to build background knowledge and apply learning to novel situations. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

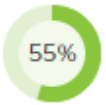
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: By June of 2024, 100% of teachers will actively collaborate and build teacher clarity for effective Tier 1 instruction during PLCs to reduce teacher attrition by 10%.

Evaluation Data Sources: Increased achievement results on STAAR and MAPS from 2021-2022 school year.
10% decreased attrition rates of teachers

Strategy 1 Details	Reviews
Strategy 1: New teachers to KISD will be partnered with a mentor and attend monthly new teacher PLC meetings. **Strategy's Expected Result/Impact:** Effective classroom management and implementation of best practices by new teachers. 100% retention of new teachers. **Staff Responsible for Monitoring:** Principal, CIS **Title I:** 2.4, 2.5 **Problem Statements:** School Processes & Programs 1, 4	**Nov** — **November Evidence of Progress** 50% New teachers were assigned mentors and monthly new teacher PLC meetings are being conducted. **Jan** — **January Evidence of Progress** 65% New teachers were assigned mentors and monthly new teacher PLC meetings are being conducted. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Campus administration will conduct coaching walks to strengthen the instructional core and to focus improving student achievement. During PLCs, data from coaching walks will be shared with grade level teams and professional development plans will be collaboratively developed to increase implementation of effective instructional strategies that impact student achievement. **Strategy's Expected Result/Impact:** Increased student achievement on STAAR and CUAs so that 60% or more of all student groups achieve the "Meets" standard in all subjects. **Staff Responsible for Monitoring:** Principal, APs, CIS **Problem Statements:** School Processes & Programs 1, 2, 3	**Nov** — **November Evidence of Progress** 100% **Jan** — **January Evidence of Progress** 20% Coaching walks are being conducted by administrators and feedback is provided weekly to teachers. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Administrators and teachers will collaborate in grade level meetings monthly in PLCs to study curriculum documents, design lessons, identify hard to teach TEKS, and redesign lessons to support increased student achievement using Backwards Design and the Gradual Release of Responsibility to strengthen the instructional core. **Strategy's Expected Result/Impact:** Increased teacher clarity and implementation of differentiated lessons to meet the needs of varied learners. **Staff Responsible for Monitoring:** Principal CIS **Title I:** 2.4, 2.5 **Problem Statements:** School Processes & Programs 1, 2, 3, 4, 5	**Nov** — **November Evidence of Progress** PLC meetings occur weekly where teachers and administrators collaborate on planning lessons using the gradual release of responsibility and backwards design model. **Jan** — **January Evidence of Progress**  PLC meetings occur every week as well as grade level meetings. Teachers utilize curriculum documents and collaborate about hard to teach concepts. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 4 Details	Reviews
Strategy 4: Teachers will use full day PLCs to plan standards-based aligned instruction utilizing the backwards planning process for unit mapping to build teacher clarity about the TEKS and develop Gradual Release of Responsibility lessons and learning assessments in reading, math, writing, and science. **Strategy's Expected Result/Impact:** STAAR results will improve for all student groups. **Staff Responsible for Monitoring:** Principal CIS Teachers **Problem Statements:** School Processes & Programs 1, 2, 3, 4, 5	**Nov** — **November Evidence of Progress** Teachers utilize planning days to plan standards-based aligned instruction. **Jan** — **January Evidence of Progress** Teachers utilize planning days to plan standards-based aligned instruction. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 5 Details	Reviews	
Strategy 5: Staff will be provided the opportunity to meet in vertical teams monthly to develop relationships across the campus which encourage connection and support for staff retention. **Strategy's Expected Result/Impact:** Maintain culture of teamwork and connections across the campus. **Staff Responsible for Monitoring:** Principal, assistant principals, counselors, and CIS	**Nov** N/A	**November Evidence of Progress**
	Jan N/A	**January Evidence of Progress** Vertical team meetings have not occurred yet due to lack of time during the instructional day for teachers to meet with other grade levels. Teachers need time after school to plan and conference with parents.
	Mar	**March Evidence of Progress**
	June	**June Evidence of Progress**

Strategy 6 Details	Reviews	
Strategy 6: Professional development will be provided on guided math and building numeracy skills during PLCs and professional development days. **Strategy's Expected Result/Impact:** Increased implementation of guided math and numeracy games in classrooms. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 3, 4, 9, 11	**Nov** 	**November Evidence of Progress** Third through fifth grade have been provided PLC time to work on guided math stations.
	Jan 	**January Evidence of Progress** Box car and one-eyed jacks professional development was provided after school to address issues with numeracy for all grade levels.
	Mar	**March Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

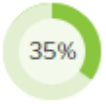
Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: By June of 2024, through a variety of communication, 30% of parents will attend parent engagement activities to support student success.

Evaluation Data Sources: Parent Sign In Sheets for Parent Engagement Activities,

Strategy 1 Details	Reviews
Strategy 1: The campus will use a variety of communication methods monthly to provide support with student academic needs in reading, math, writing, and science. Positive communication will occur early in the school year via Sparkle Calls, parent conferences, Nolanville Facebook page posts, and Blackboard Mass Communication messages to increase positive engagement in school outreach activities. **Strategy's Expected Result/Impact:** Increased percent of parents that report a positive school interaction and feeling well informed about student learning on parent survey sent at the end of the year. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1 **Problem Statements:** Perceptions 1	**Nov** **November Evidence of Progress** Sparkle calls occur in the early weeks of the school year prior to parent-teacher conferences during October and November. Any communication with families regarding events are posted on Facebook, sent home in Wednesday folders, and posted on Blackboard messages. **Jan** **January Evidence of Progress** Monthly newsletters are sent home to parents to keep them informed of important events. Teachers communicate with parents regularly via email and in person parent conferences as needed. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Teachers will conduct a PK-5 parent information and training meeting for supporting Emergent Bilinguals, Gifted and Talented and Dyslexic students. Training will provide information about learning characteristics, program support, and how parents can help their students excel academically at home. **Strategy's Expected Result/Impact:** Increase parent engagement from 5% in 2022 to 10% in 2023. **Staff Responsible for Monitoring:** Principal, APs, ELL Teacher **Title I:** 4.2 **Problem Statements:** Perceptions 1	**Nov** — **November Evidence of Progress** Held a parent information and training meeting September 14th. **Jan** — **January Evidence of Progress** Held a parent information and training meeting September 14th. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: The campus will conduct parent engagement activities through parent workshops in supporting students in academic skills at school such as the understanding the TEKS, STAAR assessment, and study skills. and materials to use at home for improved student success in reading, math, and science. **Strategy's Expected Result/Impact:** Increased parent engagement from 10% to 30% by June of 2022. **Staff Responsible for Monitoring:** Principal, APs, Classroom Teachers **Title I:** 4.2 **Problem Statements:** Perceptions 1	**Nov** — **November Evidence of Progress**  Meetings such as Title I and the SBDM committee are held to engage parents in student academic support. **Jan** — **January Evidence of Progress** Meetings such as Title I and the SBDM committee are held to engage parents in student academic support. In December, a family literacy event was offered to parents to encourage reading aloud to students. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 4 Details	Reviews
Strategy 4: The campus will provide parents the opportunity to participate in the Spring PK and Kindergarten Round-Up for children coming to school for the first time. Teachers will provide learning activities for parents to work on during the summer in the subject area of math and reading. **Strategy's Expected Result/Impact:** Increase parent engagement from 20% to 30% by June of 2023 **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 4.2 **Problem Statements:** Student Learning 2, 8, 9	**Nov** — **November Evidence of Progress** N/A **Jan** — **January Evidence of Progress** N/A **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 5 Details	Reviews
Strategy 5: Teachers will conduct an Open House for parents to showcase student work and provide parent training on how to help students at home through the school year with grade level content. Parents will also be provided the opportunity to give input on the type of support needed at home. **Strategy's Expected Result/Impact:** Increase parent engagement from 10% in 2021 to 30% in 2021. **Staff Responsible for Monitoring:** Principal, Counselors, Classroom Teachers **Title I:** 4.2 **Problem Statements:** Perceptions 1	**Nov** — **November Evidence of Progress** 100% Open House was held in October and teachers were given the opportunity to support continuous support at home. **Jan** — **January Evidence of Progress** 100% Open House was held in October and teachers were given the opportunity to support continuous support at home. **Mar** — **March Evidence of Progress** 100% **June** — **June Evidence of Progress**

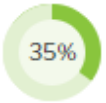
0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By June of 2024, discipline referrals will decrease by 5% from 2023 (535) through consistent implementation of effective classroom management plan and enforcing the SCOC while implementing Restorative Practices.

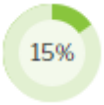
Evaluation Data Sources: Decreased percent of discipline referrals by 5% in the 2024 school year.

Strategy 1 Details	Reviews	
Strategy 1: Counselors will provide bi-monthly lessons on character traits and students displaying the monthly character trait will be recognized as Caring Kids and on the Caring Kids bulletin board and Caring Kids luncheon. **Strategy's Expected Result/Impact:** Walkthroughs, Campus Discipline Reports, Campus Wide Observations **Staff Responsible for Monitoring:** Counselors, Campus Tech **Title I:** 2.6 **Problem Statements:** Demographics 2	**Nov** 100%	**November Evidence of Progress** Caring Kids Luncheon is in progress since September and counselors provide bi-monthly lessons.
	Jan 100%	**January Evidence of Progress**
	Mar 100%	**March Evidence of Progress**
	June	**June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Professional development will be provided and teachers will implement Restorative Discipline practices with fidelity. **Strategy's Expected Result/Impact:** Percent of repetitive offenders for discipline incidents will decrease from 17% in 2023 to 14% in 2024. **Staff Responsible for Monitoring:** Principal, APs, counselors **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 2	**Nov** — **November Evidence of Progress** Morning Meeting professional development was provided in August and all classrooms have created treatment agreements. **Jan** — **January Evidence of Progress**  Monthly Campus Conduct Committees provides implementation successes and ideas to implement Restorative Practices. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Teachers will model and positively reinforce students meeting school wide expectations for behavior posted in all common areas of the school and classrooms . Students that experience 2 office referrals for persistent misbehavior problems will be referred to RTI for behavior intervention. **Strategy's Expected Result/Impact:** Percent of repeat offenders for discipline referrals (17%) in 2023 will decrease to 14% in 2024. **Staff Responsible for Monitoring:** Principal, APs, Counselors, Classroom Teachers **Title I:** 2.5 **Problem Statements:** Demographics 2	**Nov** — **November Evidence of Progress** RtI behavior intervention is in process for students with frequent behavior referrals. **Jan** — **January Evidence of Progress** Discipline reports are reviewed monthly and students are referred for behavior intervention via RtI or 504 and Special Education committees. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 4 Details	Reviews
Strategy 4: A campus school-wide positive behavior reinforcement will be used such as "Positive Office Referral" and "Eagle Bucks" awarded from teachers for displaying character traits. **Strategy's Expected Result/Impact:** Reduced number of office referrals from the previous school year. **Staff Responsible for Monitoring:** Teachers, Counselors, Assistant Principals, and Principal **Title I:** 2.6 **Problem Statements:** Demographics 2	**Nov** — **November Evidence of Progress** Some positive office referrals have been given out. Teachers have received Eagle Bucks to hand out for positive rewards. **Jan** — **January Evidence of Progress** Some positive office referrals have been used by teachers. Eagle bucks will be given out again with a new semester. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 5 Details	Reviews
Strategy 5: Parent committee meetings will occur four times a school year at varying times to teach parents about study skills and social skills needed to impact a positive, safe school environment. **Strategy's Expected Result/Impact:** Decreased attendance and discipline issues each nine weeks. **Staff Responsible for Monitoring:** Counselors, teachers, and principal **Title I:** 2.5, 2.6 **Problem Statements:** Perceptions 1	**Nov** — **November Evidence of Progress**  Parent volunteer meetings and information about Home Access Center have occurred twice. **Jan** — **January Evidence of Progress** Parent volunteer meetings and SBDM meetings provide parents with ideas to support a positive and safe school environment. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

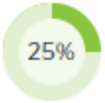
 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By June of 2024, students will increase scores on Fitness GRAM by 10% from increasing physical fitness activities during the school year.

Evaluation Data Sources: Fitness GRAM scores will increase by 10% in 2024.

Strategy 1 Details	Reviews	
Strategy 1: All students will engage in 130 minutes of physical activity a week during the school day by being provided P.E. classes weekly and additional 20 minute recess every day. **Strategy's Expected Result/Impact:** Students will increase physical fitness from prior results on Fitness Gram. **Staff Responsible for Monitoring:** P.E. teachers, classroom teachers, Principal, Assistant Principal	**Nov** **Jan** **Mar** **June**	**November Evidence of Progress** **January Evidence of Progress** **March Evidence of Progress** **June Evidence of Progress**

Strategy 2 Details	Reviews	
Strategy 2: P.E. teachers will provide lessons on healthy eating habits throughout the school year. **Strategy's Expected Result/Impact:** Students will demonstrate knowledge of healthy eating choices. **Staff Responsible for Monitoring:** P.E. Teachers, Principal, Assistant Principal	**Nov**  **Jan** **Mar** **June**	**November Evidence of Progress** Healthy habits lessons are planned weekly for P.E. lessons. **January Evidence of Progress** Healthy habits lessons are planned weekly for P.E. lessons. **March Evidence of Progress** **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Extracurricular activities will be provided to increase students' cardiovascular health such as school-wide 5K and running club. **Strategy's Expected Result/Impact:** Increased stamina during P.E. activity time as measured by formative assessments. **Staff Responsible for Monitoring:** P.E. teachers, Campus Administrative Team, Counselors, Teachers	**Nov** — **November Evidence of Progress** 30% Running club was started in September and October. There were about 50-60 students attending running club prior to school starting. **Jan** — **January Evidence of Progress** 40% Running club is on hold due to inclimate weather. Running club will be resumed in the spring. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 3: By June of 2024, through the use of supports and resources to ensure a safe and secure school environment for all students, the parent and student survey will show 85% of stakeholders feel school is a safe place.

Evaluation Data Sources: Reduce the number of threats that occur on campus/
Percent of students that feel safe on campus will increase from parent survey in 2023(79%)

Strategy 1 Details	Reviews
Strategy 1: Counselors will provide counseling lessons on how to report a bully anonymously and proactive strategies to stop bullying routinely throughout the school year. David's Law will be shared with students to support them feeling safe and reporting any bully issues as they arise throughout the school year. **Strategy's Expected Result/Impact:** 100% of students feel school is a safe place or there are staff members to help them with any problems. **Staff Responsible for Monitoring:** Teachers, counselors, APs, and principal **Problem Statements:** Demographics 2	**Nov** **November Evidence of Progress** Morris Brother's presentation was brought to 2nd-5th graders to show students strategies for dealing with bullies in October. **Jan** **January Evidence of Progress** Counselors have been provided lessons on bullying and how to report incidences. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Routinely practice emergency drills and procedures. Respond quickly to student safety, social-emotional, and behavioral concerns to maintain a stable learning environment for all students. **Strategy's Expected Result/Impact:** Increased awareness and proactive measures to reduce threats on campus to physical and mental well-being of students. Decrease in percent of students and parents that feel comfortable with emergency procedures and drills on parent and student survey (79%-2023). **Staff Responsible for Monitoring:** Assistant Principals, Principal, CIS **Problem Statements:** School Processes & Programs 7 - Perceptions 4	**Nov** — **November Evidence of Progress** Every month the campus practices emergency drills and procedures to ensure student safety. **Jan** — **January Evidence of Progress** Every month the campus practices emergency drills and procedures to ensure student safety. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 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, 100% of campus resources will be utilized to ensure all students experience one year of academic growth and learning time is maximized.

Evaluation Data Sources: Sixty percent or more of students in K-5th grade meet expected growth measure on MAPS reading and math assessments.

Strategy 1 Details	Reviews
Strategy 1: Campus SBDM will meet a minimum of 6 times per year to evaluate the campus and student needs. The Campus SBDM will collaborate with the Principal to create and evaluate the Campus Improvement Plan. **Strategy's Expected Result/Impact:** SBDM Sign In Sheets, SBDM Minutes **Staff Responsible for Monitoring:** Principal, APs **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Nov** — **November Evidence of Progress** The SBDM committee meets once a month and evaluates the students and campus needs. **Jan** — **January Evidence of Progress** The SBDM committee met for 3 times this year and evaluated implementation of the strategies.. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: The leadership team will meet weekly to improve systems, support staff, and strengthen the instructional core. **Strategy's Expected Result/Impact:** Walk-throughs STAAR Achievement Data Common Summative Assessments **Staff Responsible for Monitoring:** Principal Assistant Principal CIS	**Nov** — **November Evidence of Progress** Leadership team meetings occur every Tuesday. **Jan** — **January Evidence of Progress** Leadership team meetings occur every Tuesday. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: The campus will conduct a weekly budget analysis of expenses and needs of teachers and students by meeting weekly to review budget. **Strategy's Expected Result/Impact:** Improved alignment of expenditures and needs of campus. **Staff Responsible for Monitoring:** Principal Principal's Secretary	**Nov** — **November Evidence of Progress** 50% Weekly budget meetings occur between the principal, CIS, and budget secretary. **Jan** — **January Evidence of Progress** 50% Weekly budget meetings occurred and analysis of funds to meet students needs are on going. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

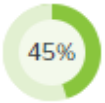
 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By June of 2023, increase utilization of technology by staff and students to maximize learning by 15%.

Evaluation Data Sources: 80% of students will achieve the required minutes on on-line intervention programs in Kindergarten through 5th grade.

Strategy 1 Details	Reviews
Strategy 1: The campus will provide a designated computer lab time in the master schedule for students to practice and apply technology skills for on-line learning. **Strategy's Expected Result/Impact:** Increased student and teacher proficiency with technology as revealed by technology survey. **Staff Responsible for Monitoring:** Principal, CIT, CIS, and teachers **TEA Priorities:** Connect high school to career and college	**Nov** — **November Evidence of Progress** There is a designated computer lab time every other week for students. **Jan** — **January Evidence of Progress** There is a designated computer lab time every other week for students. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: The campus will continue to provide technology resources for implementation of on-line learning and instructional programs to include ST Math, Istation, Vizzle to support at risk students by providing differentiated learning to close achievement gaps in math, reading, writing, and science. **Strategy's Expected Result/Impact:** Increased percent of students utilizing technology for problem-solving, communication, and collaboration Increase by 3 points average MAPS RIT score in grades K-5. Increase Pre-K Circle results by 3 points in math and rapid letter naming. Increase percent of students achieving Approaches standard on STAAR math and reading assessments.s **Staff Responsible for Monitoring:** CIT Principal CIS Teachers **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 4 - School Processes & Programs 2, 8	**Nov** **November Evidence of Progress** Teachers utilize technology such as ST Math and Istation daily for students achievement. **Jan**  **January Evidence of Progress** Resources were added to provide more headphones for students to use to effectively learn from on-line programs. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: By June of 2023, 100% of instructional time will be used effectively through planning and student intervention time.

Evaluation Data Sources: STAAR Results, PLC Agenda and Minutes, Lesson Plans, RTI Documentation, Campus Schedules

Strategy 1 Details	Reviews
Strategy 1: The campus master schedule is organized to ensure that quality time is dedicated to instruction. Every grade level is assigned an intervention time during which the grade level is flooded with interventionists and aides to provide support to all students. **Strategy's Expected Result/Impact:** Decrease in the percent of students performing below the average RIT score in math and reading in grades K-5. **Staff Responsible for Monitoring:** Principal, APs **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 4, 7	**Nov** — **November Evidence of Progress** Each grade level is given an hour long intervention time every day to support all students. **Jan** — **January Evidence of Progress** Each grade level is given an hour long intervention time every day to support all students. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: The campus will provide tutoring for EB, Special Education, RICA, and At Risk students in the mornings prior to school on a daily basis. **Strategy's Expected Result/Impact:** Increase in STAAR scores by 10% for ELL, Special Education, RICA, and At Risk students. **Staff Responsible for Monitoring:** RICA Teacher, Title 1 Teachers, At-Risk Aides, Principal **Problem Statements:** Student Learning 4, 7	**Nov** — **November Evidence of Progress** EB, SPED, RICA, and Dyslexia tutoring started in September before school and is on-going. **Jan** — **January Evidence of Progress** EB, SPED, RICA, and Dyslexia tutoring started in September before school and is on-going. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: The RtI process will be implemented with fidelity to include tracking progress and adjusting intervention strategies to ensure students make progress in academic and behavior goals. **Strategy's Expected Result/Impact:** Students' in RtI make annual expected progress on MAPS reading and math. Reduce the percent of repeat offenders from BOY to EOY 2024. **Staff Responsible for Monitoring:** Campus Instructional Specialist Assistant Principals Principal At Risk Interventionist **Title I:** 2.5 **Problem Statements:** Student Learning 3, 4, 7, 12	**Nov** — **November Evidence of Progress** Started RTI meetings, teachers adjusting intervention groups after BOY MAP testing. **Jan** — **January Evidence of Progress** RtI meetings are conducted to check on student progress. Intervention groups are updated top reflect MAPS MOY progress and other relevant data. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue