

Killeen Independent School District
Venable Village 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: By June 2024, 40% or greater of all students and student groups, including Special Education, At-risk, 504, Economically Disadvantaged, and EL will meet academic performance standards on district and state assessments in all subjects.

Evaluation Data Sources: MAP, CIRCLE, Curriculum Unit Assessments, Formative Assessments

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will follow Individualized Education Plans (IEP) and Individualized Accommodation Plans (IAP). Our Campus Facilitator will check accommodation and behavior tracking sheets to ensure teachers are in compliance. (SM)</p> <p>Strategy's Expected Result/Impact: By following IEPs and IAPs student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> Teachers are following the IEPs and IAPs as written. The campus facilitator is checking the accommodation and behavior tracking sheets on a weekly basis.</p> <p>Jan January Evidence of Progress</p> <p> Teachers continue to follow the IEPs and IAPs as written. Accommodation forms and behavior tracking sheets continue to be turned in weekly.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Special Education - Collaborative teaching will be utilized to increase collaboration between general and special educators. (SM)</p> <p>Strategy's Expected Result/Impact: Best practice instruction will increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress N/A Because we only have 1 resource teacher, we have not been able to do this at this time. Hopefully, we will hire 2 additional people soon.</p> <p>Jan January Evidence of Progress N/A We have not been doing collaborative teaching because we only have 1 resource teacher at this time.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Special Education - Supplemental instruction will be provided to Special Education students through programs such as SuccessMaker and Vizzle. These programs provide the needed differentiation for our students. Professional development will be provided to ensure effective implementation. (SM)</p> <p>Strategy's Expected Result/Impact: Student achievement will improve through implementation of specialized programs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  25% We currently have 20 Special Education students on SuccessMaker and 0 on Vizzle.</p> <p>Jan January Evidence of Progress  50% We are continuing to use SuccessMaker in our resource classroom.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>Strategy 4: Intervention - VVES will provide Tier 1 interventions for all students. Tier II and III interventions will be implemented for those students identified as needing specialized intervention through the Student Success Plan. An intervention block will be embedded in their daily schedule and utilized by all classroom teachers. Interventions are targeted and delivered in a small group setting. Interventions may include Do the Math, LLI, and Hands 2 Mind. On-going PD will be provided for interventions. (SM)</p> <p>Strategy's Expected Result/Impact: Student achievement will improve through well-planned interventions.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> An intervention block is embedded in the daily schedule and intervention are taking place during the block. We were 2nd in the district for puzzles complete in StMath for the 1st nine weeks.</p> <p>Jan January Evidence of Progress</p> <p> We were 1st or 2nd in the district for the 1st semester in StMath.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: To increase academic vocabulary knowledge and English language development, our EB students will receive spiral review instruction at school. Tasks will also be provided for students to take home to reinforce this learning with their parents. (SM)</p> <p>Strategy's Expected Result/Impact: Student achievement will improve through focused instruction for EB students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and ESL teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> Our EB students are receiving spiral review instruction in the classroom.</p> <p>Jan January Evidence of Progress</p> <p> Our EB students continue to receive spiral review instruction in the classroom. This includes pre-teaching the vocabulary.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 6 Details	Reviews
<p>Strategy 6: Two interventionists will provide additional reading and math instruction to students in need of assistance according to MAP, Curriculum Unit Assessments, and teacher observations. At-Risk students will also be supported through the use of supplemental resources including Do the Math, LLI, Hands 2 Mind, and Reading mini lessons. (SM)</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Campus Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> We currently have 2 interventionists that provide the additional math and reading that our students need. They use the supplemental resources listed when working with the students.</p> <p>Jan January Evidence of Progress</p> <p> Our interventionists continue to provide the additional math and reading instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: To continue to academically challenge our GT students, we will provide them with enrichment activities, to include problem solving, during instructional and intervention times. Our CIS will provide additional enrichment instruction for our GT students on a weekly basis. (SM)</p> <p>Strategy's Expected Result/Impact: GT students will continue to have academic growth as measured by STAAR and MAP.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Campus Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> Our GT students are getting enrichment in the classroom. However, the CIS has not yet began to pull them weekly for enrichment.</p> <p>Jan January Evidence of Progress</p> <p> Our GT students are getting enrichment in the classroom. However, the CIS has not yet began to pull them weekly for enrichment.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 8 Details	Reviews
<p>Strategy 8: Additional paraprofessionals will be funded to provide supplemental math and reading support to the identified at-risk students in need according to multiple data sources including the following: MAP, Curriculum Unit Assessments, STAAR, promotion/retention status, and teacher observations. Our librarian will provide research strategies along with maker-spaces to help our students think critically.</p> <p>Strategy's Expected Result/Impact: Student achievement will improve.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Campus Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Paraprofessionals are providing the supplemental math and reading support to our students. The librarian does maker-spaces with our students.</p> <p>Jan January Evidence of Progress  Paraprofessionals continue to provide instructional support for our students. The librarian also continue to do maker-spaces with the students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 9 Details	Reviews
<p>Strategy 9: Grade Review will happen during RTI meetings to identify and address intervention groups and gaps in the learning. In order to facilitate the review of grade level data, a data collection system will be utilized that will allow for a more effective progress monitoring system. (SM)</p> <p>Strategy's Expected Result/Impact: The strategy will decrease the number of students identified as At-Risk and increase student performance in all academic content areas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Our RTI meetings take place every Friday. They review grades and make recommendations for interventions.</p> <p>Jan January Evidence of Progress  We continue to have RtI meetings on Fridays. They review the current data and make recommendations on that data.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 10 Details	Reviews
<p>Strategy 10: K - 5 students in need of academic support will be invited to attend After School Learning Academy for math and ELAR. (SM)</p> <p>Strategy's Expected Result/Impact: Increase academic achievement as measured by CUA, STAAR, and MAP data, along with nine week averages.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  The After School Learning Academy has begun for the struggling learners. We meet on Tuesdays and Thursdays until 4:30pm.</p> <p>Jan January Evidence of Progress  We continue to have tutoring after school for grades K-5.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 11 Details	Reviews
<p>Strategy 11: Differentiation will take place in classrooms for all learners in the content areas. Professional development on differentiation strategies will be provided. (SM)</p> <p>Strategy's Expected Result/Impact: Differentiation will promote challenging lessons for all levels of learners.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Differentiation is taking place for all learners in the classrooms.</p> <p>Jan January Evidence of Progress  Differentiation continues to be stressed in all classrooms. It is looked through in walkthroughs and observations.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 12 Details	Reviews
<p>Strategy 12: Teachers will utilize supplemental resources to prepare our students for the STAAR assessments. These resources will be used during the intervention block and after school tutoring to support core instruction in the classroom. (SM)</p> <p>Strategy's Expected Result/Impact: Student achievement on STAAR will improve.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Teachers are utilizing the supplemental resources in preparation for STAAR.</p> <p>Jan January Evidence of Progress  Supplemental resources continue to be used with students to support STAAR preparation.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 13 Details	Reviews
<p>Strategy 13: All teachers will be trained in Accountable Talk strategies with the expectation that it will be used in every classroom. (SM)</p> <p>Strategy's Expected Result/Impact: Students will become more fluent in academic discourse.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Accountable talk is taking place in all classrooms.</p> <p>Jan January Evidence of Progress  Accountable talk is taking place in all classrooms.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 14 Details	Reviews
<p>Strategy 14: Teachers in all grade levels will use Curriculum Unit Assessments or common assessments. They will analyze the data and make the necessary adjustments to their teaching. They will also pull small groups, when needed. (SM)</p> <p>Strategy's Expected Result/Impact: Instruction will be specific to the needs of the students, and therefore scores will improve.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  The CUAs are being given in grades 2-5. Data is being analyzed and adjustments to instruction is happening.</p> <p>Jan January Evidence of Progress  Teachers are reviewing the data, filling out the CUA protocols, and using this data to inform instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 15 Details	Reviews
<p>Strategy 15: Field Based Instruction will be provided for our students to enhance their learning and provide hands-on/real life experiences. Field based learning experiences will address concepts and skills that are difficult to replicate in the classroom setting. (SM)</p> <p>Strategy's Expected Result/Impact: Scores will increase on formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  FBIs are beginning to happen. Pre-k went to Slice of Heaven and 4th grade went to CTC.</p> <p>Jan January Evidence of Progress  We are continuing to provide FBIs to our students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 2: This school year, 2023-2024, fifth grade STAAR science scores will increase 10% of students meeting grade level performance through the implementation of hands-on science and reading in the content area.

Evaluation Data Sources: MAP, Curriculum Unit Assessments, Formative Assessments

Strategy 1 Details	Reviews
<p>Strategy 1: Classroom teachers will utilize supplemental resources to support our district science curriculum. These resources include STEMscopes and will provide our students with real world experimental learning and activities in every grade level. Science consumable / non-consumable materials will be provided to support the science curriculum and increase the rigor of instruction. Interactive science journals will provide students a spiral review of previously learned concepts. (SM)</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> Supplemental resources are being utilized to support science in the classroom.</p> <p>Jan January Evidence of Progress</p> <p> Supplemental resources are being utilized to support science in the classroom.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Students in grades 3-5 will have the opportunity to participate on the Science Olympiad team. This team encourages higher level thinking skills through science experimentation. Our Science Olympiad team will participate in the spring district competition. (SM)</p> <p>Strategy's Expected Result/Impact: Students' critical thinking will increase through exploration.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, classroom teachers, and Science Olympiad coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p>N/A Our committee has been established and the commitment form has been submitted to the district. At this time, the students on the team have not been selected.</p> <p>Jan January Evidence of Progress</p> <p>N/A Our science olympiad team has not began to practice for the competition.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Grade level teachers will plan science instruction collaboratively, focusing on the Learning Progression Chart and the DOK matrix. Higher level questioning and target/task alignment will be a focus as well. Students in grades K - 5 will receive a minimum of 150 instructional minutes in science per week. Professional development will be provided by VVES staff to ensure effective implementation. (SM)</p> <p>Strategy's Expected Result/Impact: Lessons will be well-planned and challenging for the students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress All grade levels receive 150 minutes of instruction weekly.</p> <p>Jan January Evidence of Progress All grade levels receive the required minutes weekly.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Academic vocabulary will be pre-taught before the instructional lesson. This pre-teaching will help the EB students, as well as the English speakers, learn the vocabulary of the unit. (SM)</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 8</p>	<p>Nov November Evidence of Progress Academic vocabulary is pre-taught before the lesson in all grade levels.</p> <p>Jan January Evidence of Progress Academic vocabulary is pre-taught before the lesson in all grade levels.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 3: Through the consistent implementation of all Balanced Literacy components, 58% of all students (grades 3 - 5) will meet grade level standard on the Reading Language Arts STAAR test to include the new writing components. MAP data for kindergarten through fifth grade students will also show at least a 10% growth in the percentage of students meeting their projected growth in reading.

Evaluation Data Sources: STAAR, MAP, Curriculum Unit Assessments, Formative Assessments

Strategy 1 Details	Reviews
<p>Strategy 1: In addition to classroom instruction, teachers will encourage interaction with computer based reading programs to include Reading A - Z, BeanStack, BrainPop Jr., Starfall, Pebble Go and Ready Rosie. Professional development will be provided to ensure effective implementation of the programs. (SM)</p> <p>Strategy's Expected Result/Impact: Reading skills will improve.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, Librarian, Campus Technology Support Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 5 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Reading A-Z and the other programs are available to support the instruction in the classroom.</p> <p>Jan January Evidence of Progress  Our computer-based programs are being used in the classroom.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: The administrators will ensure effective reading and writing instruction, through the lens of "Next Generation Balanced Literacy", is taking place in every classroom through walkthroughs and formal evaluations. (SM)</p> <p>Strategy's Expected Result/Impact: Effective reading and writing instruction will take place in all classrooms.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 5 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Balanced literacy is taking place in every classroom.</p> <p>Jan January Evidence of Progress  Our teachers continue to use balanced literacy in the classroom.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: All K-5th grade teachers will implement Comprehension Toolkit strategies in the classroom and reinforce critical reading strategies across all content areas, including math, science, and social studies. Ongoing professional development will be provided to ensure effective implementation in the classroom. (SM)</p> <p>Strategy's Expected Result/Impact: Effective reading instruction will take place in all classrooms.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 5 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Critical reading strategies are being taught in every classroom. The ARACE strategy is used campus-wide.</p> <p>Jan January Evidence of Progress  The toolkit lessons are being used in the ELAR classrooms.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Teachers will utilize all assessment data to drive whole group instruction and to pinpoint specific needs of students. Supplemental resources will be used to provide support for reading instruction. These resources include Storyworks. (SM)</p> <p>Strategy's Expected Result/Impact: Student learning will increase through focused instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 5 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  As a campus, we are using assessment data to drive our instruction. Small groups are utilized to pinpoint the specific needs of the students.</p> <p>Jan January Evidence of Progress  Storyworks is being utilized in the classroom to support reading instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: The ESL teacher will collaborate with general education teachers to plan lessons, review data, and discuss research-based strategies that focus on high leverage TEKS to teach reading. VVES teachers will be attending professional development that supports linguistic and content advancement of EBs. (SM)</p> <p>Strategy's Expected Result/Impact: Collaboration will promote more effective instruction in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, ESL teacher, Campus Technology Support Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 5 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> Our ESL teacher collaborates with the general education teachers to plan lessons, etc. At the present time, she is co-teaching ELAR with kinder, 3rd and 4th grade.</p> <p>Jan January Evidence of Progress</p> <p> Our ESL teacher continues to co-teach in ELAR with kinder, 3rd grade, and 4th grade. She plans with the other grade levels.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: The Wilson Reading Program will be provided to all dyslexia students. The district will provide professional development to ensure effective implementation. (SM)</p> <p>Strategy's Expected Result/Impact: Students will learn strategies that will help improve their reading skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, RICA teacher, and classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 5 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> The Wilson Reading Program is being utilized by our 2 dyslexia teachers. We currently have 46 students on our roster and 1 student being monitored.</p> <p>Jan January Evidence of Progress</p> <p> We continue to use the Wilson Reading Program for our dyslexic students. We currently have 46 students on our roster and 1 student being monitored.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 7 Details	Reviews
<p>Strategy 7: PLCs will be dedicated to designing effective reading instruction. Grade level teachers will plan reading instruction collaboratively, focusing on the Unit Progression Chart. Higher level questioning and target / task alignment will be a part of our lesson plan development as well. Ongoing PD will take place. (SM)</p> <p>Strategy's Expected Result/Impact: Lessons will be well-planned and challenging for the students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 5 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> 10% PLCs are not being dedicated to designing effective reading instruction. Lesson plans are being given to them this year.</p> <p>Jan January Evidence of Progress</p> <p> 35% We continue to review higher level questioning in our PLCs. For the most part, our PLCs are to provide district mandated instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 8 Details	Reviews
<p>Strategy 8: Students in grades Kindergarten through third grade will receive explicit and systematic phonics instruction. This instruction takes place during the ELAR block using the "Benchmark" system. (SM)</p> <p>Strategy's Expected Result/Impact: Students will learn strategies that will help improve their reading skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 5 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> 25% Phonics is being taught in every classroom K - 3rd grade.</p> <p>Jan January Evidence of Progress</p> <p> 50% Phonics instruction continues to be monitored in every K-3rd grade classroom.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

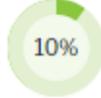
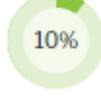
Strategy 9 Details	Reviews
<p>Strategy 9: Teachers will hold individual writing conferences with students during the writing process. These conferences will be embedded in Balanced Literacy Writing with "Next Generation Balanced Literacy" being a learning focus. (SM)</p> <p>Strategy's Expected Result/Impact: Writing skills will improve.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 5 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Writing is a focus this year. We are holding writing conferences as needed as the students progress in their writing.</p> <p>Jan January Evidence of Progress  Constructive responses are a focus this year. The teachers in grades 3-5 have been to training on how to write for a constructive response.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 10 Details	Reviews
<p>Strategy 10: In order to increase the interest in writing for our students, we will implement Author of the Month. One student per grade level will be recognized each month by the following:</p> <ul style="list-style-type: none"> *writing showcased on the writing wall with a picture and biography of the author. *presentation of a medal *recognition on morning announcements *recording and publication of work to campus website (if allowable) (New) <p>Strategy's Expected Result/Impact: Writing samples will demonstrate the progression of grade level expectations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 5 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress N/A We have not started the Author of the Month this year yet.</p> <p>Jan January Evidence of Progress N/A We have not started the Author of the Month this year yet.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 11 Details	Reviews
<p>Strategy 11: Classroom teachers will plan and deliver writing instruction using resources included in the Digital Empowering Writers HUB for grades K - 5. Writing portfolios will be created by students in all grade levels. (SM)</p> <p>Strategy's Expected Result/Impact: Writing skills will improve.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 5 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress Empowering Writers is taught in every grade level K-5.</p> <p> 25%</p> <p>Jan January Evidence of Progress We continue to use Empowering Writers in every classroom. We just had an observation and a planning session with the personnel from EW on January 23rd.</p> <p> 50%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 12 Details	Reviews
<p>Strategy 12: Classroom teachers will use accelerated instruction for those students who did not Meet Grade level standards on STAAR. They will be using rigorous TEKS aligned spiral review materials to close the gaps.</p> <p>Strategy's Expected Result/Impact: Reading and math skills will improve.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 4, 5</p>	<p>Nov November Evidence of Progress Teachers will use accelerated instruction for those students who did not Meet Grade Level last year on the STAAR. After school tutoring is available as well.</p> <p> 25%</p> <p>Jan January Evidence of Progress Our teachers continue to use accelerated instruction for our students. We only have about 10 more students to finish the requirements.</p> <p> 50%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 4: By using critical thinking strategies with fidelity when solving multi-step math problems, our overall STAAR performance for the 23-24 SY will increase 5% of our students meeting grade level performance. MAP data for kindergarten through fifth grade students will also show at least a 5% growth in the percentage of students meeting their projected growth in math.

Evaluation Data Sources: MAP, Curriculum Unit Assessments, Formative Assessments

Strategy 1 Details	Reviews
<p>Strategy 1: Technology will be implemented in the classrooms to facilitate spiral review as well as a means to enhance classroom instruction and support the implementation of the curriculum. Students will utilize software programs to include ST Math to help improve student performance in math. (SM)</p> <p>Strategy's Expected Result/Impact: Student achievement will improve.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, Campus Technology Support Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> Technology is used to support classroom instruction in the classroom.</p> <p>Jan January Evidence of Progress</p> <p> Technology continues to be used in the classroom to support the instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: PLCs will be dedicated to designing effective math instruction. Grade level teachers will plan math instruction collaboratively, focusing on the Unit Progression Chart and the DOK matrix. Higher level questioning and target/task alignment will be discussed as well during our lesson plan development. Ongoing PD of best practices (fluency, problem solving, spiraling, guided math, and GRR) will be provided. (SM)</p> <p>Strategy's Expected Result/Impact: Lessons will be well-planned and challenging for the students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 4 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> PLCs are not dedicated to lesson planning this year. They give us the lesson plan and we are to implement it.</p> <p>Jan January Evidence of Progress</p> <p> PLCs are not dedicated to lesson planning this year. They give us the lesson plan and we are to implement it.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Grade levels K-5 will incorporate math journals as an instructional strategy for their students. These journals will include academic vocabulary, problem solving strategies and various notes as a resource to support math instruction. Professional development will be provided. (SM)</p> <p>Strategy's Expected Result/Impact: Students will use their math journals as a resource for learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Grades K-5 use math journals as part of their instruction.</p> <p>Jan January Evidence of Progress  Math journals continue to be used in all classrooms.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Through formal evaluations and walk through data, we will monitor with fidelity the implementation of best practices during math instruction. (SM)</p> <p>Strategy's Expected Result/Impact: The use of best practices will increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  We are conducting the necessary walkthroughs and observations to monitor best practices in math instruction.</p> <p>Jan January Evidence of Progress  We are conducting the necessary walkthroughs and observations to monitor best practices in math instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: Guided Math will be implemented daily to provide differentiated strategies to support grade level content. (SM)</p> <p>Strategy's Expected Result/Impact: Student achievement will improve.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress Guided Math is implemented in grade 2-5.</p> <p>Jan January Evidence of Progress Guided Math is continuing to be used in grades 2-5.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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 2024, 100% of professional staff members will participate in a variety of research-based professional development opportunities to support instruction, behavior strategies / interventions, and align with campus and district goals.

Evaluation Data Sources: Learn transcripts, workshop certificates, and professional development sign-in sheets.

Strategy 1 Details	Reviews
<p>Strategy 1: Professional staff will participate in Coaching Walkthroughs to strengthen our instructional core. We will analyze the data to determine our progress towards refining our implementation of the Gradual Release of Responsibility Model. Ongoing PD will be provided to ensure effective implementation of the GRR takes place in every classroom, in every subject. (SM)</p> <p>Strategy's Expected Result/Impact: The data collected will drive our professional development planning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Coaching Walkthroughs are taking place as required. Additional walkthroughs are taking place as needed.</p> <p>Jan January Evidence of Progress  Coaching Walkthroughs continue to happen. GRR is expected in every lesson.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Additional grade level planning opportunities will be provided each semester for teachers to analyze state standards and to design content area lessons. (SM)</p> <p>Strategy's Expected Result/Impact: Collaborative planning will result in effective instruction in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum Instructional Specialist, classroom teachers</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Grade level planning took place starting 9/28/23. Another planning "week" will begin 12/05/23.</p> <p>Jan January Evidence of Progress  Planning week is Feb 5-9.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: GT - Our cluster teachers will be fully certified to teach GT students (30 hours for initial training - 6 hours for update yearly). Teachers will continue to grow professionally by attending workshops to build their capacity in working with identified students. (SM)</p> <p>Strategy's Expected Result/Impact: Teachers will be able to effectively differentiate for the GT student.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Campus Instructional Specialist</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  All GT certified teachers are trained in their required hours. They continue to attend PD to perfect their craft.</p> <p>Jan January Evidence of Progress  All GT certified teachers are trained in their required hours. They continue to attend PD to perfect their craft.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Our Curriculum Instructional Specialist will meet with new teachers to provide lesson planning assistance in reading, writing, math and science and provide an IFD overview. She will provide model teaching opportunities and facilitate observation opportunities at VVES and other KISD campuses. (SM)</p> <p>Strategy's Expected Result/Impact: Effective lesson design will take place through the coaching of the CIS.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Our CIS meets with the new teachers monthly. She also goes into their classroom and provides suggestions. She is setting up their observations now.</p> <p>Jan January Evidence of Progress  Our CIS meets with the new teachers monthly. She also goes into their classroom and provides suggestions.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: Our Curriculum Instructional Specialist will attend, participate, and assist in leading PLC meetings that will include a focus for increasing the depth and complexity of rigor in the classroom using unit mapping, GRR Model, and Next Generation Balanced Literacy. (SM)</p> <p>Strategy's Expected Result/Impact: Improvement of quality instruction will take place in the classrooms.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Our CIS is assisting in facilitating the PLCs on a weekly basis.</p> <p>Jan January Evidence of Progress  Our CIS is assisting to facilitate our PLCs.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: We will provide a mentor for new teachers for support. This support will include instructional, as well as, logistical support. (SM)</p> <p>Strategy's Expected Result/Impact: Instruction will improve.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7</p>	<p>Nov November Evidence of Progress  Our new teachers have a mentor to help them navigate their 1st year.</p> <p>Jan January Evidence of Progress  Our new teachers have a mentor to help them navigate their 1st year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 7 Details	Reviews								
<p>Strategy 7: Teachers will attend conferences, both in and out of district, that will increase the learning of teachers and therefore, the learning of students. Professional development will address best practices in the core content areas. (New)</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Campus Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <p>Nov</p>  </td> <td data-bbox="1381 115 2034 256"> <p>November Evidence of Progress</p> <p>Teachers are beginning to attend conferences.</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p>Jan</p>  </td> <td data-bbox="1381 272 2034 414"> <p>January Evidence of Progress</p> <p>Our teachers continue to perfect their practice through conferences.</p> </td> </tr> <tr> <td data-bbox="1262 430 1381 467"> <p>Mar</p> </td> <td data-bbox="1381 430 2034 467"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 483 1381 521"> <p>June</p> </td> <td data-bbox="1381 483 2034 521"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Teachers are beginning to attend conferences.</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Our teachers continue to perfect their practice through conferences.</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: During the 2023-2024 school year, we will increase from 85% to 95% of parents participating in at least one event to include conferencing, volunteering, parent learning opportunities, and student events.

Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Reviews
<p>Strategy 1: We will continue to communicate to all stakeholders through the use of newsletters, Mass Comm calls, SBDM, and our marquee to promote important events on our campus. A Tuesday folder will go home weekly to increase communication between home and school. In addition, a principal 's newsletter will be sent via the mass communication system to all parents monthly. (SM)</p> <p>Strategy's Expected Result/Impact: Communication between parents, students, and teachers will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, Counselor, and classroom teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 4</p>	<p>Nov November Evidence of Progress  Communication is taking place through the marquee, newsletters, SBDM, and Mass Comm calls.</p> <p>Jan January Evidence of Progress  Communication is taking place through the marquee, newsletters, SBDM, Mass Comm calls and the parent newsletter.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: We will host 3 academic family nights: ELAR, Math, and Science. Parents will be introduced to various hands-on activities to support academic learning at home. (SM)</p> <p>Strategy's Expected Result/Impact: Parents will gain strategies to help their child be more academically successful.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  We hosted a math night on October 26, 2023. Our reading night is scheduled for January 25, 2023.</p> <p>Jan January Evidence of Progress  We did host reading night on January 25, 2023.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: The counselor and staff will organize, support, and design activities in order to increase parent and community involvement. These workshop activities include topics such as Internet safety, bullying, homework support, STAAR information, deployment support, and social skills. (SM)</p> <p>Strategy's Expected Result/Impact: Parent and community involvement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6 - Perceptions 2</p>	<p>Nov November Evidence of Progress  We have held several "Cookies with the Counselors" so far this year: September 22, November 2 and November 13. We anticipate having one December 21, 2023.</p> <p>Jan January Evidence of Progress  We've had "Cookies with the Counselors" on January 18th and will have another one on February 15th.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: All grade levels will invite parents into the classroom once per nine weeks to support student learning. (SM)</p> <p>Strategy's Expected Result/Impact: By seeing their child in the academic setting, parents will understand the rigor of the curriculum and the expectations for their child.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, Counselor, and classroom teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1 - Perceptions 4</p>	<p>Nov November Evidence of Progress  All grade levels have invited parents into their classrooms during the 1st nine weeks and are in the process of doing so the 2nd nine weeks.</p> <p>Jan January Evidence of Progress  We had 100% of grade levels participate in having parents in their classroom for the 1st semester.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: PK3 - 5th grade teachers will hold at least one parent teacher conference per semester to discuss academic and social progress. (SM)</p> <p>Strategy's Expected Result/Impact: Communication between parents, students, and teachers will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and classroom teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p>	<p>Nov November Evidence of Progress  Fall conferences are being held right now. They must be finished by the end of the 2nd nine weeks.</p> <p>Jan January Evidence of Progress  Fall conferences are finished and spring conferences are starting.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: VVES will host parent/family events for the parents of our EB students and our Dyslexia students. These events will include a program overview and strategies/resources to support their students at home. (SM)</p> <p>Strategy's Expected Result/Impact: Student achievement for EB and dyslexia students will improve.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ESL Teacher, Dyslexia Teacher, and classroom teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  VVES held the Dyslexia parent night on September 21, 2023 and didn't have any one in attendance. The parent event for our EB students will be held December 14, 2023.</p> <p>Jan January Evidence of Progress  The parent nights for dyslexia and EB are finished.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>

Strategy 7 Details	Reviews								
<p>Strategy 7: Parents and family members will be invited to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the early spring. The Parent and Family Engagement Policy will be included in the Parent Handbook, posted on the campus web-site, and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall. (SM)</p> <p>Strategy's Expected Result/Impact: Parents and family members will have a role in developing, reviewing/revising the Parent and Family Engagement Policy & the Home-School Compact.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<table border="0"> <tr> <td data-bbox="1262 120 1381 261"> <p>Nov</p>  </td> <td data-bbox="1381 120 2032 261"> <p>November Evidence of Progress</p> <p>All Home-School Compacts were signed at the fall parent-teacher conferences.</p> </td> </tr> <tr> <td data-bbox="1262 261 1381 418"> <p>Jan</p>  </td> <td data-bbox="1381 261 2032 418"> <p>January Evidence of Progress</p> <p>All Home-School Compacts were signed at the fall parent-teacher conferences.</p> </td> </tr> <tr> <td data-bbox="1262 418 1381 472"> <p>Mar</p> </td> <td data-bbox="1381 418 2032 472"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 472 1381 570"> <p>June</p> </td> <td data-bbox="1381 472 2032 570"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>All Home-School Compacts were signed at the fall parent-teacher conferences.</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>All Home-School Compacts were signed at the fall parent-teacher conferences.</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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Strategy 8 Details	Reviews								
<p>Strategy 8: The annual Title I meeting will be held each fall and will be offered at various times and dates. Parents will be notified in advance of the meetings so they are able to attend at the time that is most convenient for them. The agenda for the meetings will include information about Title I programs, a description/explanation of the curriculum, and an opportunity for parents to provide suggestions relating to the education of their children. (SM)</p> <p>Strategy's Expected Result/Impact: Parents and family members will have a better understanding of Title I and will provide feedback about Title I programs.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p>	<table border="0"> <tr> <td data-bbox="1262 623 1381 764"> <p>Nov</p>  </td> <td data-bbox="1381 623 2032 764"> <p>November Evidence of Progress</p> <p>The annual Title 1 meetings were held on September 21 and September 22, 2023.</p> </td> </tr> <tr> <td data-bbox="1262 764 1381 922"> <p>Jan</p>  </td> <td data-bbox="1381 764 2032 922"> <p>January Evidence of Progress</p> <p>The annual Title 1 meetings were held on September 21 and September 22, 2023.</p> </td> </tr> <tr> <td data-bbox="1262 922 1381 976"> <p>Mar</p> </td> <td data-bbox="1381 922 2032 976"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 976 1381 1117"> <p>June</p>  </td> <td data-bbox="1381 976 2032 1117"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>The annual Title 1 meetings were held on September 21 and September 22, 2023.</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>The annual Title 1 meetings were held on September 21 and September 22, 2023.</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p>
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Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: By June 2024 at least 95% of students will report they feel emotionally and physically safe at school.

Evaluation Data Sources: EOY safety documentation, discipline data, staff and student survey

Strategy 1 Details	Reviews
<p>Strategy 1: All visitors will sign-in at the front office using the TPASS Visitor Management System to register. Visitors leave their ID in the office until they return to sign out. Badges will be worn during their visit on campus to maintain a safe school environment. (SM)</p> <p>Strategy's Expected Result/Impact: We will know that all visitors have been "cleared" to visit the school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and secretaries</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress</p> <p> 100% of visitors sign-in at the front office through TPASS.</p> <p>Jan January Evidence of Progress</p> <p> We continue to use our TPASS system to sign in visitors to the building.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Safety drills will be conducted and reported monthly. (SM)</p> <p>Strategy's Expected Result/Impact: Students and teachers will become proficient in the drills and be able to react appropriately in case of an emergency.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselor</p>	<p>Nov November Evidence of Progress</p> <p> Safety drills are being conducted as required. So far, we have conducted a fire drill on 8/30, 9/26, 10/31 and 11/16/2023. We conducted a secure drill on 10/16/23 and a lockdown drill on 8/28/23. We also conducted an evacuation drill on 8/23/2023.</p> <p>Jan January Evidence of Progress</p> <p> Safety drills are being conducted as required. So far, we have conducted a fire drill on 12/07/23 and 1/11/24. We have completed a lockdown drill on 1/22/2024 and a shelter hazmat drill on 12/05/2023.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Restorative Practices will be implemented with fidelity in all classrooms. The RTI process will be initiated for students who receive 2 discipline referrals. (SM)</p> <p>Strategy's Expected Result/Impact: Students will be provided the interventions to help them make appropriate behavioral choices.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum Instructional Specialist, Counselor, RtI Committee, and classroom teachers</p> <p>Problem Statements: Demographics 3 - Perceptions 1, 2, 3</p>	<p>Nov November Evidence of Progress  Restorative Practices is used on a regular basis in about 70% of classroom. The RTI process is being used for those students who receive their 2nd discipline referral.</p> <p>Jan January Evidence of Progress  Restorative Practices continue to be pushed out to our teachers to use in their classrooms.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Counselors will provide whole class, small group and/or individualized guidance lessons regarding building character, preventing bullying, trauma, and promoting safe student interactions. Students, parents, and faculty will have access to an online resource for reporting cases of suspected bullying. All reports will be investigated by the assistant principals. (SM)</p> <p>Strategy's Expected Result/Impact: Discipline referrals will decrease.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselors</p> <p>Problem Statements: Perceptions 2, 3</p>	<p>Nov November Evidence of Progress  Counselors continue to provide whole class guidance lessons weekly to all students.</p> <p>Jan January Evidence of Progress  Counselors continue to provide services whole group and small group with our students. One-on-one conferences continue to be held.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: Teachers will follow all Individual Health Plans (IHP) as written. (SM)</p> <p>Strategy's Expected Result/Impact: Students' medical needs will be met.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Nurse, and classroom teachers</p> <p>Problem Statements: Perceptions 1</p>	<p>Nov November Evidence of Progress Teachers are following all IHPs as written.</p>  <p>Jan January Evidence of Progress Teachers are following all IHPs as written.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: VVES will use the Student to Student (S2S) program to welcome new students to the campus. This program helps to acclimate students to their new surroundings. (SM)</p> <p>Strategy's Expected Result/Impact: S2S will help to increase the new students' sense of safety.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselor</p> <p>Problem Statements: Perceptions 3</p>	<p>Nov November Evidence of Progress N/A The Student to Student program has not yet started at our school.</p> <p>Jan January Evidence of Progress Another program like the S2S program will be used on campus.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 7 Details	Reviews
<p>Strategy 7: VVES will provide professional development opportunities for new and struggling teachers that focuses on improving classroom management, increasing student engagement, and maximizing instructional time. (SM)</p> <p>Strategy's Expected Result/Impact: There will be a decrease in classroom behavior referrals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and classroom teachers</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p>	<p>Nov November Evidence of Progress  New teachers and struggling teachers have additional training opportunities.</p> <p>Jan January Evidence of Progress  New teachers and struggling teachers have additional training opportunities.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 8 Details	Reviews
<p>Strategy 8: VVES will conduct staff and student surveys to evaluate their feeling of security. (SM)</p> <p>Strategy's Expected Result/Impact: VVES will remain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Campus Technology Support Specialist</p> <p>Problem Statements: Perceptions 1, 2</p>	<p>Nov November Evidence of Progress N/A We have not yet sent out surveys to the staff.</p> <p>Jan January Evidence of Progress N/A We have not yet sent out surveys to the staff.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 9 Details	Reviews
<p>Strategy 9: Students will participate in at least 135 minutes per week of physical activity to promote emotional and physical well being. (SM)</p> <p>Strategy's Expected Result/Impact: Taking part in physical activity allows students to relieve academic stress and anxiety.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Physical Education Teachers, and classroom teachers</p>	<p>Nov November Evidence of Progress  Students have at least 135 minutes of physical activity per week.</p> <p>Jan January Evidence of Progress  Students have at least 135 minutes of physical activity per week.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 10 Details	Reviews
<p>Strategy 10: Teachers will conduct daily "Morning Meetings" campus-wide. The Morning Meetings provide a powerful teaching model for building community, increasing student investment, decreasing bullying and improving academic and social skills for students. (SM)</p> <p>Strategy's Expected Result/Impact: Improved feeling of student belonging and sense of classroom and school communication, as well as, a decrease in student misbehavior.</p> <p>Staff Responsible for Monitoring: Principals, teachers</p> <p>Problem Statements: Demographics 3 - Perceptions 3</p>	<p>Nov November Evidence of Progress  About 70% of teachers are conducting Morning Meetings for their students.</p> <p>Jan January Evidence of Progress  Only about 65% of teachers are conducting Morning Meetings every day for their students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 1: To ensure maximum efficiency and effectiveness throughout the 2023-2024 school year, we will effectively monitor resources and operations 100% of the time so that learning time is maximized.

Evaluation Data Sources: SBDM Agendas and minutes, master schedules, tutoring logs, and increased student achievement on formative and summative assessments

Strategy 1 Details	Reviews
<p>Strategy 1: SBDM meetings will be held a minimum of six times a year. Stakeholders will participate in the regular review and revision of the Campus Improvement Plan and will work to address campus needs as they arise. (SM)</p> <p>Strategy's Expected Result/Impact: We will increase stakeholder involvement. and implement the campus plan with fidelity.</p> <p>Staff Responsible for Monitoring: Principal</p>	<p>Nov November Evidence of Progress  We have held two SBDM meetings so far this year: September 27 and October 25, 2023.</p> <p>Jan January Evidence of Progress  We have held our 3rd SBDM meeting on January 25, 2024.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: A master schedule will be implemented that maximizes instruction and learning for all students. (SM)</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of maximized instructional time.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p>	<p>Nov November Evidence of Progress  We have developed a master schedule that maximizes instruction in the classroom. (Grades 3-5 have at least 3 hours of uninterrupted time in the morning.)</p> <p>Jan January Evidence of Progress  We have developed a master schedule that maximizes instruction in the classroom. (Grades 3-5 have at least 3 hours of uninterrupted time in the morning.)</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps. (SM)</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 7</p>	<p>Nov November Evidence of Progress  We started after-school tutoring the 1st week of November. We currently have 13 teachers who provide the instruction.</p> <p>Jan January Evidence of Progress  We continue to have tutoring after school. We hold tutoring on Tuesdays and Thursdays.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: The principal and the principal's secretary working closely together will be good stewards of the fiscal management of resources. (SM)</p> <p>Strategy's Expected Result/Impact: Successful audit</p> <p>Staff Responsible for Monitoring: Principal</p>	<p>Nov November Evidence of Progress  The principal and the principal's secretary work closely to spend money according to guidelines given.</p> <p>Jan January Evidence of Progress  The principal and the principal's secretary work closely to spend money according to guidelines given.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	