

**Killeen Independent School District  
Montague Village Elementary School**

**2023-2024**



# Mission Statement

Our mission is to educate all students so that each one reaches their maximum potential in leadership and academics.

## Vision

At Montague Village Elementary School, we believe that we are growing students in academics and leadership. Our world needs leaders who are educated, passionate and have strength of character. Our hope is that when a child leaves our school, they will not only be educated in the curriculum, but also have the wisdom to help others in the world around them. We educate students to become future leaders. “Leadership and learning are indispensable to each other.” John F. Kennedy

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Who are we?

Montague Village Elementary School serves a diverse population of approximately 575 students on West Ft. Cavazos. Approximately 90% of Montague students are connected with the armed forces or have parents who work on Fort Hood in a Civil Service role. Because of our mobility rate of 30%, our population fluctuates on a daily basis. Most of our students live in the neighborhood of Montague Village, but we do have some transfer students as well. Surveys are sent to parents each year to determine our needs for the various populations. The school has one principal, two assistant principals, two curriculum specialists, two counselors, a special programs facilitator, a full time technologist and a part time librarian. These members comprise our Leadership Support Team which meets bi-weekly to discuss all programs in the school. We are also fortunate enough to have a behavioral social worker provided by the military to work with our families and students. We hire instructional assistants to work alongside the teachers to support students in reading, math, writing and science in PK3-5th grades. We have two self-contained classrooms.

#### Staff quality

We have begun to add more teacher expertise by growing and retaining teachers at Montague. Through PLC's, Instructional Coaching walks and study of researched based practices, we are beginning to build momentum and increase teacher expertise. We have used some PLC time to visit other grade level teachers to reiterate best practices in action and then discuss the teaching methods observed to build teacher capacity and collective teacher efficacy to increase student achievement. Teachers expect high quality professional development to help them to become better at their craft here at Montague Village. The teachers at Montague truly appreciate the culture of collaboration and growth in their craft. This allows them to impact student achievement and to grow in this important work for scholars.

Professional staff at Montague Village meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. Our highly-qualified staff is retained through our mentoring program and through support from professional learning communities. Montague Village staff members include

- 30 classroom teachers. 3 special education self-contained skills teachers
- 1 ELL teacher
- 2 special education resource/inclusion teachers
- 2 physical education teachers
- 2 music teachers
- 1 Dyslexia teacher
- 3 administrators (principal and 2 assistant principals)
- 2 Curriculum Instructional Specialists
- 1 technologist
- 1 librarian
- 1 behavioral health LCSW
- 1 MFLAC
- 1 community in schools representative

Support personnel as follows:

- 2 counselors
- .5 nurse
- Paraprofessionals:
- 7 general education instructional aides (funded with local money)
- 1 intervention instructional aides
- 3 special education inclusion aides
- 6 special education instructional aides (self-contained classrooms)
- 1 media attendant
- 1 clinic aide
- 1 computer aide
- 1 library aide
- 3 secretaries
- 6 cooks
- 3 crossing guards
- 2 day custodians
- 2 night custodians

### Our Students

We continue to make a concerted effort to train our teachers in how to identify gifted students. Our gifted population has increased from previous years but are still under identified. There is at least one GT trained teacher in each grade level. Teachers or parents can nominate a child to be tested by the GT coordinator. The results are sent to a committee in the district to determine if the student qualifies. The current GT population is at 3.3%. Each year the gifted students complete a TPSP project of their choice and display their work at the Gifted Showcase in the spring. At the start of each school year all teachers participate in additional district training to support GT students in their classroom, and training on identifying students. This promotes additional awareness of our GT population on campus. The campus continued to have professional learning communities that focused on the data and the importance of identifying students. This lead to an increase in identified students at Montague Village. In addition to training on campus, the campus supports ongoing learning of GT by having teachers across the campus attend the state GT conference. This was able to support strategies that would be beneficial to the students served under GT. We want to ensure that campus is making an effort to also meet the needs of our GT learners as we do our struggling learners. This occurs by ensuring our staff is engaging in professional development about differentiation to support our GT learners.

The campus continues to provide professional development on working with children of autism in the general education classroom as our population of student's with disabilities is higher than the district and the state. Our STAAR data indicates that our special education students, as well as our economically disadvantaged students, score lower than our other student groups. Closing this gap continues to be an area of focus on our campus. We have done extensive work in the areas of math and reading instruction as well. During PLC's teachers learn how to increase student achievement in the core subject areas with the Gradual Release of Responsibility and best researched practices. Our staff truly enjoys collaborating to meet the needs of all of our learners.

### Demographics

<b>Economically Disadvantaged</b>	<b>58%</b>		<b>African American</b>	<b>15.1%</b>		<b>At-risk</b>	<b>27.6%</b>
ELL	5.0%		Hispanic	31.1%		Attendance rate	95.4%

<b>Economically Disadvantaged</b>	<b>58%</b>		<b>African American</b>	<b>15.1%</b>		<b>At-risk</b>	<b>27.6%</b>
Special Education	11%		White	41.7%		Average class size	21
Gifted	3.3%		Native Amer.	1.0%		Mobility Rate	31%
Pacific Islander	0.9%		Asian	0.8%			

### Demographics Strengths

Data analysis revealed the following strengths:

- All teachers at Montague are extremely dedicated to our students. Teachers are happy and their pride transcends to the students. The staff here will do whatever it takes to help a child emotionally, socially and academically.
- All grade levels have 1 hour common planning time and attend PLC's to discuss improving lessons, student progress and achievement for all students.
- Teachers value planning days so that they can design lesson plans using the Gradual release of responsibility.
- The CIS coordinates the district mentoring program for our new teachers. We also offer mentors to some second year teachers or those changing grade levels to help them to continue to grow.
- Several teachers have completed their master's degree and are seeking promotions.
- Teacher attrition continues to be an area of focus due to the needs of educators

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our GT population on campus is currently at 3.3%. There is a need to identify GT identified students.

**Problem Statement 2:** Students in special programs such as At Risk, EB, GT, SPED, and others require differentiated instruction and support in order to address their diverse learning needs.

**Problem Statement 3:** The campus needs an additional instructional specialist in order to adequately support the differentiated needs of teachers to include those with experience, new to the profession and on waiver.

# Student Learning

## Student Learning Summary

### Current Student Achievement Grades 3rd-5th

For the 2022- 20223 school year, scores for the State of Texas Assessment of Academic Readiness (STAAR) were reported using the categories of Did Not Meet, Approaches, Meets, and Masters Grade Level Standards.

**Did Not Meet** - Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

**Approaches** - Performance in this category indicates that students are likely to succeed in the next grade level or course with targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

**Meets** - Performance in this category indicates that students have a likelihood of success in the next grade level or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

**Masters** - Performance in this category indicates that students are expected to succeed in the next grade level or course with little to no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

### MATHEMATICS - STAAR ASSESSMENT

22-23 STAAR	Approaches	Meets	Masters
3rd Math	66%	28 %	9%

22-23 STAAR	Approaches	Meets	Masters
4th Math	81%	60%	21%

22-23 STAAR	Approaches	Meets	Masters
5th Math	87%	66%	34%

### READING - STAAR ASSESSMENT

22-23 STAAR	Approaches	Meets	Masters
3rd Reading	67%	45 %	13 %

22-23 STAAR	Approaches	Meets	Masters
4th Reading	86%	61%	25%

22-23 STAAR	Approaches	Meets	Masters
5th Reading	96%	77%	48%

#### SCIENCE - STAAR ASSESSMENT

22-23 STAAR	Approaches	Meets	Masters
5th Science	85%	51%	15%

#### Student Demographics 2022-2023 STAAR Overview:

Special education students continue to show progress on STAAR assessments. The 5th grade data reflects students in special programs needing additional support to make grade level gains in content areas.

LEP students in 5th grade scored 0% in the Masters category for Reading, and Math. 3rd and 4th grade LEP students had 20-40 % students scoring at the Masters level. There is continued growth in LEP students as they progress through grade levels at Montague Village.

#### Universal Campus Screening Data

**PK Circle Data: Students continue to show growth on circle testing. Rapid naming, phonological awareness are within adequate growth ranges. The math screener also reflected growth through the course of the school year with a continued need to support at the primary level.**

#### End of Year Universal Screening PK-2nd grade



	Spring RIT 2023		Spring RIT 2023
<b>Kinder MAP reading</b>	<b>153.1</b>	<b>Kinder MAP math</b>	<b>157.1</b>
<b>First MAP reading</b>	<b>171.4</b>	<b>First MAP math</b>	<b>176.4</b>
<b>Second MAP reading</b>	<b>185.6</b>	<b>Second MAP math</b>	<b>189.4</b>
<b>Third MAP reading</b>	<b>197.1</b>	<b>Third MAP math</b>	<b>201.1</b>
<b>Fourth MAP reading</b>	<b>205</b>	<b>Fourth MAP math</b>	<b>210.5</b>
<b>Fifth MAP reading</b>	<b>211</b>	<b>Fifth MAP math</b>	<b>218.7</b>

MAP Data shows that all grade levels met the targeted reference number for growth over the course of the school year. The numbers represented are where students at Montague Village scored in comparison with other students. All grade levels met the targeted growth measure. We would like to continue to build our expertise in the area of collaborative teaching with our special education and regular education teachers in reading, math and writing to increase our achievement for our special populations. We would like to continue to grow by studying best teaching practices in professional learning communities and professional development to increase student achievement in reading, math and writing. We really worked on Comprehension at the Core strategies in all grade levels in reading from pre-k4 through 5th grade. The focus on those strategies is helping our students with difficult comprehension TEKS.

### Student Learning Strengths

Strengths:

- End of year MAP scores revealed that our reading and math RIT scores continue to increase across grade levels.
- Intervention time during the school day with specialized interventionist is helping student achievement.
- Collaborative teaching model is improving and seems to make a difference with our student achievement.
- Problem solving time in every classroom is helping students with process skills
- Comprehension at the core strategies are supporting literacy on campus
- Math interventionist helps supplement core instruction

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** All students have experienced gaps in learning as a result of COVID 19. There is a need for continued intervention in all grade levels.

**Problem Statement 2:** 8% of 5th graders, to include ELL, SpEd, and economically disadvantaged students, did not show growth on Science MAP. 66% of 5th graders are expected to approach standards on Science STAAR.

**Problem Statement 3:** The 2023 STAAR Math results for 3rd grade are significantly below 4th and 5th grade at all performance levels. The percentage of students at each grade level achieving Meets Grade Level Standard include: third (28%), fourth(60%), and fifth(66%).

**Problem Statement 4:** The 2023 STAAR Reading results for 3rd grade are below 4th and 5th grade at all performance levels. The percentage of students at each grade level achieving Meets Grade Level Standard include: third (45%), fourth(61%), and fifth(77%).

**Problem Statement 5:** Our special populations, such as At Risk and Special Education students, are not meeting academic growth as compared to other student groups.

**Problem Statement 6:** In 2023, 80% of pre-kindergarten students showed proficiency in letter naming on the EOY circle assessment. There is a need to continue to embed small group instruction and phonic skills in the primary grades.

**Problem Statement 7:** Students in primary grades lack prerequisite skills needed to be successful on STAAR. There is a need for instructional practices that support closing the gaps.

**Problem Statement 8:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

**Problem Statement 9:** On the 2023 Science STAAR, 51% of 5th grade students achieved Meets Grade Level Standard with 15% achieving Mastery level.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum and Instruction:

In KISD, we all use TEKS Resource System curriculum which is aligned to the state TEKS. All teachers are expected to follow the (YAG) Year at a Glance, and the IFD (Instructional Focus Document). Assessments are built into the curriculum for teachers to use as well as performance indicators. Universal Screeners are given to every child at the beginning of the year, middle of the year and end of year. These screenings identify students who are on, above or below grade level in reading and math. Some programs we use are:

- Comprehension at the Core
- Leveled Literacy Intervention
- Fountas and Pinnell Interactive Read Aloud
- Benchmark Phonics-K-3rd
- Empowering Writers
- ST Math
- Scholastic Magazines for nonfiction reading instruction
- Brain pop to support reading, math, science and social studies instruction
- IStation

### Assessments:

- MAP testing
- Benchmark Assessments
- CUA unit tests
- Teacher made formative and summative tests
- STAAR tests
- Circle tests
- Performance Assessments

### Organizational Processes:

Teachers have 1/2 day or full day planning sessions to support instruction on campus. This has supported intentional planning and teacher clarity. Teachers worked together to develop GRR lessons with district approved resources. Teachers are also required to meet once a week with their grade level to plan. A review of lesson plans and CUA data allows for continued support to increase intentional planning of depth and rigor to ensure that students are able to achieve mastery of grade level standards. Instructional supplies are requested during PLC's and grade level meetings as the need arises based on formative and summative data reviews by teachers. Each grade has one hour of intervention time. This is time for teachers to provide Tier 2/3 intervention or fix some misconceptions with learning targets taught previously. Students who are not working with an interventionists can work with technology. This also supports the RTI process on campus, and the early intervention of students who need additional support in content areas. Students are monitored for progress through RTI during the school year.

In response to the instructional gaps that students are com battling, and the adjustments that teachers need to make to be effective. The campus has PLC's weekly and additional planning time through Power Hour to support teacher capacity. Teachers are able to engage in conversations surrounding best practices, high yield strategies and instructional planning to ensure student needs are being addressed during the school day. In addition teachers are being provided tools to be successful during instruction, and intervention. Professional development and PLC's remains an area of focus to build teacher capacity to meet the needs of all learners.

The master schedule is designed to provide fine arts and PE daily. All students receive at least 30 min. of each activity every day. Students who have more tested subject areas, go to

specials later in the day to provide uninterrupted blocks of time for rigorous lessons to be taught and practiced. Students also have recess after lunch and some grade levels provide extra recess or movement in the classroom. It is a tight schedule and difficult to incorporate movement breaks with older students.

We have teachers who have been trained in the Collaborative Teaching model. Teachers co-teach with the special education teachers using various structures to ensure special education students have their IEP goals addressed during inclusion time.

During the day the math process skills are taught daily in all grade levels between 8:15 and 8:30. The younger grade levels work on math talks while students in 1st through 5th grade work on model drawing to problem solve. There is also a focus on balanced literacy on campus to support all grade levels. All components of the balanced literacy block are present in the instructional day. This includes interactive read aloud, shared reading, guided reading, and independent reading. Students also engage in word study, phonics, revising/editing and writing to ensure that all components of balanced literacy are taking place on campus.

**SBDM:**

The campus Site Based Decision Making Committee (SBDM) meets to plan for future needs of students and staff. This committee also reviews data for the purpose of making instructional decisions and oversees the spending of State Compensatory Education and Title I funds. The campus SBDM members are nominated and elected by Montague Village Elementary Staff. The district, business, community and parent members are selected by campus staff based on campus needs and relationships.

Teachers and SBDM have stated that they would like to continue with the practice of having a highly qualified math interventionist as our data shows that our math achievement is increasing. Our reading scores have increased, but are still below our goal of obtaining 90% of all students achieving in reading, math, writing, and science. Our committee determined that we would like to also have our math interventionist with novice teachers on best instructional practice in all subject areas as well as working with small groups of students on difficult TEKS to master. Our progress monitoring data shows that interventionists who are working directly with the teachers are helping our struggling students to achieve. This strategy was very successful so we would like to continue to target students who are struggling and provide extra intervention time for them. We hire two paraprofessionals to work with teachers with reading, math, writing and science.

**Discipline:**

In 2018-2019 teachers were provided some new strategies to help students who struggle with behavior in the classroom. Calm down boxes were provided to every teacher and a sensory room was implemented to give students a break when needed. The sensory room has been utilized and helps to prevent some referrals. Referrals did increase from 336 to 505. There has been a downward trend in referrals from the 19-20 school year of 327 before closing for COVID in March of 2020, to completing a full school year in 2020-2021 and the total of 242. Upon desegregating the data several patterns were noted. Upon returning to campus for the 2020-2021 school year the total number of referrals were 242. Students were able to transition back into the school and supports were given to help support behavior during COVID-19. We are pleased with the progress in positive behavior, but would like to continue to meet the need of students. The campus did see an increase in referrals during the 21-22 school year once all students were back on campus and virtual learning was no longer taking place. The data reflects the number referrals the campus was tracking prior to the closure during the 2019-2020 school year. The campus will be implementing positive behavior initiative systems on campus to support behavior and the continued work in restorative practice. During the 22-23 school year there was an increase in discipline referrals. There is a need for continued behavior support and interventions to support the academic school day and routines of the school.

Discipline Data	Previous Year	Total Incidents	Repeat Offenders	% Repeat Offenders	Current Year	Total Incidents	Repeat Offenders	% Repeat Offenders
Montague Village EL	2022	338	42	17.36%	2023	577	80	13.86%

**Technology:**

Students use iPad minis and two computer labs to complete district interventions Istation and STmath. Montague has laptop carts which are used throughout the building. A computer schedule is completed by the assistant principal so that technology is included during a special's rotation once a week. Imagine Learning licenses were purchased for ELL students as

well as other students who were struggling with reading as determined by our RTI committee. District guidelines require students to be tested at beginning, middle and end of the school year with MAP testing. This past year we were fortunate to have the district purchase additional devices. We chose to have more ipads to be accessible to teachers in the classroom. These are not only to support interventions, but also to support the ELAR TEKS of reading and writing.

## **School Processes & Programs Strengths**

Data analysis revealed the following strengths:

- SBDM involves all stakeholders and is a vital part of improving our campus.
- Staff input is an important part of the decision making process.
- PLC's also serve as a way to communicate needs of the grade levels to help students achieve.
- Longhorn Leaders is a program to recognize students who help others and show leadership. Students are thrilled to be chosen and enjoy lunch with the principal or assistant principal.
- The Longhorn Tidbits is sent out weekly to staff to celebrate what instructional practices are taking place on campus, and information of campus events
- The Facebook page is updated daily.
- Parent Connect messages are sent when appropriate.
- Grade level newsletters are sent home monthly.
- Principal newsletter is sent through connect email monthly
- Montague Village has a positive atmosphere daily for teachers, parents, and students.
- Instructional assistants support with student achievement tasks.
- Positive behavior is celebrated with students and staff.
- Discipline is handled in a positive manner to prevent future infractions.
- Behavior plans or interventions are created/ reviewed in RTI after 2 referrals.
- Teachers and parents work together to develop plans to help students to succeed in the classroom
- Students have opportunities to join choir, science club, track club.
- Each grade level performs during the year for parents and community.
- Students share safety and bullying concerns with the counselors, administrators and teachers.

Technology Strengths:

- Nine computers are in the library.
- 54 computers are in the stationary lab
- 44 computers are in the mobile lab
- Pre-k, Kinder, First and Second grade teachers have iPADS which were given to them to use for Imagine learning, center instruction, and circle testing.
- Teachers who have been through the district iPod training have iPods to use with their students during center time.
- The district purchased additional Ipads for campus use
- The campus continues to purchase technology/ IPADS to meet the needs of the campus
- The campus received new IPADS and teacher computers with the district life cycle program, and in response to COVID 19 to support virtual learners during the 20-21 school year. The campus continues to utilize the additional technology on campus and is making gains towards being 1:1.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** There is a need for continued implementation of positive behavior strategies.

**Problem Statement 2:** There is a need to increase the number of technology devices available for student use to support online interventions, and the use of digital learning platforms.

**Problem Statement 3:** There is a need to maintain compliance with auditors on all budget funds. In the 2022-2023 school year a continued review for systems was suggested to remain in compliance.

**Problem Statement 4:** There is a need to build teacher capacity through professional development to support the needs of all learners.

**Problem Statement 5:** There is a need for content based PD to support differentiation to meet the needs of all learners and support student achievement.

**Problem Statement 6:** In order to limit the number of students recommended for retention; and decrease the number of students in RTI, there is a need to continue to strengthen the instructional core through model lessons, coaching, and job embedded professional development and after school opportunities for PD.

**Problem Statement 7:** There is a need to differentiate and adjust instruction with guided small groups and collaborative learning to support teacher clarity and the understanding of the GRR as it impacts instructional delivery.

# Perceptions

## Perceptions Summary

Montague Village Elementary School, built in 1998, can best be described as a neighborhood school serving military students. Montague Village is located at West Fort Hood, Texas. Many of our students have a parent who is deployed, or who will soon deploy. By emphasizing academics, character and relationships, we strive to lay the foundation for solid life-long learners who are well-rounded contributors to our democratic society. We focus on teamwork at Montague Village Elementary School. Our staff, students, and community members actively collaborate for school improvement. Staff members truly believe in the importance of working together to identify and implement best practices to meet the needs of each individual child. It is a very positive work environment.

Students state that they like to come to school and enjoy being with their teacher. Montague is known as a good school by people in the community. Many people who move off post still want their students to attend Montague and will ask for a transfer. Parent surveys reveal that a large percentage of families love Montague, with the teachers being listed as the best thing about Montague. Teachers send a monthly newsletters to parents to make them aware of grade level specific events, and the content that their students will be learning. Students know they are loved and cared for here no matter what their circumstance. The "Longhorn Tidbits" is sent to all staff members which includes staff being recognized as well as words of wisdom about instruction.

Montague has a great support staff as well. Our secretaries, paraprofessionals, nurse, custodians and cafeteria staff are all very positive and helpful to our students. Without these people, Montague would not be able to "Do School" each day. Everyone truly has a sense of family and working together to help children. All staff is aware of the time we have with students and works together to keep students in class and focused on instruction as much as possible. Maintaining the the well being of staff and encouraging staff self-care remains a campus priority.

## Parent Activities

Montague Village Elementary School hosts many activities for parents, students and community members. These activities include, but are not limited to:

- Open House/Parent Orientations/Public Hearing/Curriculum Night
- Meet the teacher night
- Family Craft Night- December
- Choir/Musical Performances
- Classroom parties (3 a year)
- Family Open House Nights Fall/ Spring
- Book fairs
- Parent conferences (at least twice a year)
- Gifted and Talented showcase
- TRACK team for CIS
- Field Day
- Grade level races
- Field Trips
- Parent Workshops
- Pre-k parent literacy workshops
- Adopt-a- school soldier volunteers

## Parents and Community members

Our staff members and parents utilize our two counselors daily. The support provided by our counselors and Assistant Principals is evident from discipline referrals and parent

conference information from teachers. All students are seen by a counselor after the discipline referral is given. We attribute much of the decline in discipline referrals to the work of our counselors and assistant principal teams. The referral count at the end of the 2020-2021 school year was 242. Prior to the school closure during the 19-20 school year the referral count was at 336. There was a downward trend in incidents from the previous school year. The current referral count for the campus was 338 which is in the range prior to the school closure/ virtual learning. The discipline referrals trended upward for the 22-23 school year with a total of 577. This shows that there is a great need for the socio emotional support of students during the academic school day. This also justifies the need for the support of the two counselors on campus.

- **Parent Survey Results 2021-22**

- 93% felt that their child teacher cared about their educational needs
- 66% felt encouraged to be involved with their children, and have a clear understanding of grade level content
- Parents shared they would like to receive communication in a variety of platforms from social media, connect calls/messages, classroom platform
- 83% sharing that home/school communication has a positive impact on their child educational performance.

- **Parent Survey Results 2022-23**

- 96% felt that their child teacher cared about their educational needs
- 70% felt encouraged to be involved with their children, and have a clear understanding of grade level content
- Parents shared they would like to receive communication in a variety of platforms from social media, connect calls/messages, classroom platform
- 87% sharing that home/school communication has a positive impact on their child educational performance.

## **Perceptions Strengths**

Data analysis revealed the following strengths:

- Staff input is an important part of the decision making process.
- PLC's also serve as a way to communicate needs of the grade levels to help students achieve.
- Longhorn Leaders is a program to recognize students who help others and show leadership. Students are thrilled to be chosen and eat with the principal or assistant principal.
- The Longhorn Tidbits newsletter is sent weekly by the principal showcasing various staff members and discussing best practice instructional techniques.
- A parent newsletter is sent monthly by each grade level.
- Positive atmosphere daily for teachers, parents, and students
- Great assistants who help with student achievement tasks
- Positive behavior is celebrated with students and staff
- Discipline is handled in a positive manner to prevent future infractions.
- Behavior plans or interventions are visited in RTI after 2 referrals.
- Teachers and Parents work together to develop plans to help students to succeed in the classroom
- Students have opportunities to join choir, science club, track club, etc
- Each grade level performs during the year for parents and community
- Students share safety and bullying concerns with the counselors, administrators and teachers.
- Students are very accepting of others as they are used to moving and starting over.



- Students state that they like coming to school at Montague.
- 95% of parents surveyed stated that they were very pleased with the school and the teachers.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** 70% felt encouraged to be involved with their children and have a clear understanding of grade level content in 2022-2023

**Problem Statement 2:** 87% of parents share that home/school communication has a positive impact on their child educational performance in 2022-2023.

**Problem Statement 3:** There is need to continue to support the well-being of teachers and staff as they continue to meet the needs of learners.

**Problem Statement 4:** There is a need to ensure that parents feel that their students are safe and cared for during the school day.

# 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 the implementation of consistent instructional practices that engage learners and provide support through interventions. Montague Village staff will ensure the academic success of all students with the goal of increasing STAAR scores across all content areas by 10% by the end of 2023-2024 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR test, CUA's, MAP data, writing samples, lesson plans, walkthroughs and grade level formative/summative evaluations, to include pre-assessments.

## Strategy 1 Details

**Strategy 1:** In Professional Learning Communities, teachers and support staff will examine data using the data protocol in reading, math, science and writing from benchmark and common assessments and progress monitoring to identify specific strengths and weaknesses for all students. This process will be used to develop intervention and remediation groups based this data. The campus instructional team will support this process.

**Strategy's Expected Result/Impact:** Collaboration on instructional strategies and formative data will help teachers to increase scores in reading, math, science and writing.

**Staff Responsible for Monitoring:** Principal

CIS

AP

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Demographics 2, 3 - School Processes & Programs 4, 5

**Funding Sources:** Campus Instructional Specialist to support best practices for instruction, planning and data review. - 211 - ESEA, Title I Part A -

211.13.6119.00.128.30.000 - \$74,612, Professional development on the effective PLC process to support PLC's - 166 - State Comp Ed - 166.13.6411.00.128.30.AR0 - \$10,000

, Substitute teachers for PLC/ PD/Planning - 211 - ESEA, Title I Part A - 211.11.6116.00.128.30.000 - \$5,000

### Strategy 2 Details

**Strategy 2:** Students will be taught how to track their own progress and will engage in progress monitoring activities on a daily basis. Tracking folders will be used to support this process.

**Strategy's Expected Result/Impact:** Increased STAAR scores in reading, math, science and writing.

**Staff Responsible for Monitoring:** Principal

CIS

Assistant Principals

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**- Targeted Support Strategy**

**Problem Statements:** Demographics 2 - Student Learning 5

### Strategy 3 Details

**Strategy 3:** Teachers will utilize CFA 2.0 documents and the Unit Planning Process to plan lessons. The planning process will be supported in PLC's and campus wide grade level planning day on Thursdays. District provided lesson plans will be utilized to support the planning process and standard alignment. GRR, high impact evidenced strategies and instructional resources will be present in the planning process to maximize instruction time for all subject areas.

**Strategy's Expected Result/Impact:** Student achievement will be impacted by teacher clarity of standards during the planning process.

**Staff Responsible for Monitoring:** Principal

AP's

CIS

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 1, 5, 7, 8

### Strategy 4 Details

**Strategy 4:** Teachers will utilize the KISD lesson plan template and administrators will review lesson plans weekly to ensure alignment to Unit Maps and Pacing Calendar. This process will be monitored and coached through PLC's.

**Strategy's Expected Result/Impact:** The lesson planning process will be supported which will impact instructional delivery.

**Staff Responsible for Monitoring:** Principal

AP's

CIS

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 1, 5, 8 - School Processes & Programs 5

### Strategy 5 Details

**Strategy 5:** PLC's will support instruction and engage teachers in open air data conversations. Collaborative conversations will support teacher clarity on campus.

**Strategy's Expected Result/Impact:** Teachers will be able to make data driven decisions to support student outcomes during instruction.

**Staff Responsible for Monitoring:** Principal

AP's

CIS

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 4, 5

### Strategy 6 Details

**Strategy 6:** Teachers and staff will utilize the intervention block to support students struggling with mastery of concepts. Face-to-face as well as online interventions will be utilized. Istation and ST Math will be utilized as a tier 1 intervention.

**Strategy's Expected Result/Impact:** Early intervention will support student achievement.

**Staff Responsible for Monitoring:** Principal

AP'

CIS

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 2, 5

**Funding Sources:** Headphones for Intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$1,063, IPADS for intervention - 166 - State Comp Ed - 166.11.6398.00.128.30.AR0 - \$5,000

### Strategy 7 Details

**Strategy 7:** Teachers will utilize high impact strategies; GRR, accountable talk to promote rigor, and thinking at high cognitive levels. These high impact strategies will be reinforced in PLC. The structure for effective PLC will continue to be refined in learning communities. Ongoing professional development to include conferences will support fidelity of best instructional practices to support student achievement. This process will also be supported during campus planning days.

**Strategy's Expected Result/Impact:** Increase in mastery of grade level content, and collaboration in professional learning communities.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Instructional Specialist

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 5 - School Processes & Programs 5

**Funding Sources:** Professional Development to Support High Yield Strategies - 211 - ESEA, Title I Part A - 211.13.6411.00.128.30.000 - \$15,000, Substitute teachers for PD/ Campus Planning - 211 - ESEA, Title I Part A - 211.11.6116.00.128.30.000 - \$7,000

### Strategy 8 Details

**Strategy 8:** Teachers will be provided additional planning time to support instruction. This will take place during power hour for grades K-5th, and on campus wide planning days. This will support teachers in planning and delivering instruction to meet the needs of all learners.

**Strategy's Expected Result/Impact:** Fidelity of instruction

**Staff Responsible for Monitoring:** Principal Assistant Principal Campus Instructional Specialist

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 5 - School Processes & Programs 5

### Strategy 9 Details

**Strategy 9:** Teachers will utilize high impact strategies to support Gifted and Talented students. Professional development will be provided to include conferences that include strategies for rigor and high cognitive levels for high achieving learners/ GT students. This learning will be supported in PLC's.

**Strategy's Expected Result/Impact:** Increase in mastery of grade level content, and collaboration in professional learning communities.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

CIS

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 5

**Funding Sources:** Professional Development to support GT students - 177 - Gifted/Talented - 177.13.6411.00.128.21.000 - \$3,025

### Strategy 10 Details

**Strategy 10:** The Campus will administer benchmarks and common assessments throughout the school year in state assessed subject areas using a variety of resources and develop intervention and remediation groups based on the data.

**Strategy's Expected Result/Impact:** Increase in identifying students needing additional support on grade level content through intervention.

**Staff Responsible for Monitoring:** CIS's, AP's Principal

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 5 - School Processes & Programs 5

### Strategy 11 Details

**Strategy 11:** Teachers will provide differentiated activities/strategies during intervention time for GT students to include the completion of the TPSP.

**Strategy's Expected Result/Impact:** Students will increase their knowledge of concepts by engaging in differentiated strategies.

**Staff Responsible for Monitoring:** CIS's, AP's, Principal

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 5

### Strategy 12 Details

**Strategy 12:** Through the use of technology devices, students will engage in a variety of technology based lessons and interventions to support learning across all content areas.

**Strategy's Expected Result/Impact:** Maximize student learning through the use of technology experiences.

**Staff Responsible for Monitoring:** Teachers, Campus Tech, CIS, Admin

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 2

**Funding Sources:** iPads to support student learning and intervention - 211 - ESEA, Title I Part A - 211.11.6398.00.128.30.000 - \$10,590, iPad cases and headphones - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$7,210

### Strategy 13 Details

**Strategy 13:** Campus Leadership/ Instructional team will conduct regular classroom walk-through observations and coaching observations across all content areas to monitor the implementation of PLC Unit Planning Process as it relates to instruction and best practices.

**Strategy's Expected Result/Impact:** Walk-through evidence, coaching walk evidence

**Staff Responsible for Monitoring:** Admin, CIS

**TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - School Processes & Programs 5 - Perceptions 3

### Strategy 14 Details

**Strategy 14:** The campus will monitor progress of all students in all content areas and provide students with additional opportunities for 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:** Teacher, CIS, AP

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 7 - School Processes & Programs 6

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Our GT population on campus is currently at 3.3%. There is a need to identify GT identified students.

**Problem Statement 2:** Students in special programs such as At Risk, EB, GT, SPED, and others require differentiated instruction and support in order to address their diverse learning needs.

**Problem Statement 3:** The campus needs an additional instructional specialist in order to adequately support the differentiated needs of teachers to include those with experience, new to the profession and on waiver.

#### Student Learning

**Problem Statement 1:** All students have experienced gaps in learning as a result of COVID 19. There is a need for continued intervention in all grade levels.

**Problem Statement 5:** Our special populations, such as At Risk and Special Education students, are not meeting academic growth as compared to other student groups.

**Problem Statement 7:** Students in primary grades lack prerequisite skills needed to be successful on STAAR. There is a need for instructional practices that support closing the gaps.

**Problem Statement 8:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

#### School Processes & Programs

**Problem Statement 2:** There is a need to increase the number of technology devices available for student use to support online interventions, and the use of digital learning platforms.

**Problem Statement 4:** There is a need to build teacher capacity through professional development to support the needs of all learners.

**Problem Statement 5:** There is a need for content based PD to support differentiation to meet the needs of all learners and support student achievement.

**Problem Statement 6:** In order to limit the number of students recommended for retention; and decrease the number of students in RTI, there is a need to continue to strengthen the instructional core through model lessons, coaching, and job embedded professional development and after school opportunities for PD.

#### Perceptions

**Problem Statement 3:** There is need to continue to support the well-being of teachers and staff as they continue to meet the needs of learners.

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

**Performance Objective 2:** In 2022-2023 the percentage of fifth grade students who scored Approaches on the STAAR Science Test was 66%. By June 2024, 76% of fifth grade students will Approach grade level performance on the STAAR Science Assessment.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Percentage of students scoring Meet on STAAR Science and grade level assessments.

**Strategy 1 Details**

**Strategy 1:** Students will increase their knowledge of science by reading nonfiction expository selections.

**Strategy's Expected Result/Impact:** Increased scores on the Science STAAR

**Staff Responsible for Monitoring:** Principal

CIS

Assistant Principals

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

**Strategy 2 Details**

**Strategy 2:** Science investigations and hands on learning experiences will be provided for students to support concepts and to create lab experiences that connect to state content standards.

**Strategy's Expected Result/Impact:** Increase in STAAR and CUA assessments.

**Staff Responsible for Monitoring:** Principal

Assistant Principals

Campus Instructional Specialist

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

**Funding Sources:** Supplies and materials to support lab experiences in the classroom - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$3,500



### Strategy 3 Details

**Strategy 3:** Teachers will analyze data from science assessments to identify strengths and weaknesses. Academic vocabulary to support science concepts will also be assessed to ensure instruction is designed to meet the needs of learners who need additional support understanding concepts. Lesson Design will support content and development of academic vocabulary to meet the needs of students.

**Strategy's Expected Result/Impact:** Increased percentage of students making growth on STAAR and campus science assessments.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Instructional Specialist

**Problem Statements:** Student Learning 2

### Strategy 4 Details

**Strategy 4:** Administration will conduct walkthroughs to ensure that effective science instruction takes place in all classrooms for the allotted amount of minutes per week. Teachers in PK3-5th grade will engage students in the required numbers of minutes per week for science.

**Strategy's Expected Result/Impact:** Effective science instruction will take place in all classrooms.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Specialist

**Problem Statements:** Student Learning 2

### Strategy 5 Details

**Strategy 5:** Students will participate in interventions to support science academic vocabulary, and support hard to teach concepts based on the data and the achievement on assessments.

**Strategy's Expected Result/Impact:** Increase in the percentage of students making academic growth in science, and mastering science concepts.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Instructional Specialist

**Problem Statements:** Student Learning 2

### Strategy 6 Details

**Strategy 6:** Teachers will utilize small group instruction to include the use of manipulatives and hands on materials to provide opportunities to reteach, and provide remediation after core instruction and assessments

**Strategy's Expected Result/Impact:** Decrease in Tier 1, and Tier 2 RTI

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Specialist

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

### Strategy 7 Details

**Strategy 7:** Teachers will implement critical thinking components in all science lessons. Teachers will embed literacy TEKS into science to support cross curricular student content knowledge and to support integration of varied response strategies.

**Strategy's Expected Result/Impact:** Increased scores in STAAR science and CUA/performance assessments in all grade levels.

**Staff Responsible for Monitoring:** Teachers, CIS, Admin

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

### Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 2:** 8% of 5th graders, to include ELL, SpEd, and economically disadvantaged students, did not show growth on Science MAP. 66% of 5th graders are expected to approach standards on Science STAAR.

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

**Performance Objective 3:** Based on STAAR data, the percentage of students in grades 3rd-5th who Approached standards was 74% . By June 2024, we will see an increase in Approaches in Reading by 10% across all tested grade levels.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Percentage of students who Meet Standard and Master on STAAR Reading.

### Strategy 1 Details

**Strategy 1:** To support reading and language arts, teachers will use the GRR framework with "Next Generation Balanced Literacy" to help students in the area of balanced literacy, meta-cognition and phonics. All teachers will implement the components of balanced literacy daily.

The Fountas and Pinnell Interactive Read Loud Collection will be used to support Balanced Literacy. The Benchmark system will also be utilized to support phonics instruction.

**Strategy's Expected Result/Impact:** Students will increase comprehension skills in reading.

**Staff Responsible for Monitoring:** Principal

Assistant Principals

CIS

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Problem Statements:** Student Learning 4, 7 - School Processes & Programs 5

**Funding Sources:** Brain Pop to support literacy - 211 - ESEA, Title I Part A - 211.11.6299.OL.128.30.000 - \$6,000, Magazine publications to implement close reading with a variety of genres. Newsela on line text - 211 - ESEA, Title I Part A - 211.11.6329.00.128.30.000 - \$5,000

### Strategy 2 Details

**Strategy 2:** Intervention support will help struggling students by providing supplemental small group instruction in reading and math.

**Strategy's Expected Result/Impact:** Struggling students will have extra tutoring during the day to increase STAAR scores in reading, writing, math and science.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

CIS

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 4

**Funding Sources:** Interventionist Aide PCN 18869 - 166 - State Comp Ed - 166.11.6129.00.128.30.AR0 - \$33,750, Instructional Resources for Intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$8,000

### Strategy 3 Details

**Strategy 3:** Each grade level will have a specified tutoring time to help all students needing interventions in reading.

**Strategy's Expected Result/Impact:** Students who struggle will have extra time to practice before they are assessed with STAAR.

**Staff Responsible for Monitoring:** Principal

CIS

Assistant Principals

Math Coach

**Problem Statements:** Student Learning 4 - School Processes & Programs 5

**Funding Sources:** Instructional resources for tutoring at risk students - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$2,500, Resources to support intervention - 166 - State Comp Ed - 166.11.6399.00.128.30.AR0 - \$3,663

### Strategy 4 Details

**Strategy 4:** Teachers will use the Comprehension toolkit to support balanced literacy instruction. A comprehension toolkit lesson should be planned and reflected in the lesson plans per unit of study ( Bi weekly when applicable.)

**Strategy's Expected Result/Impact:** Balanced literacy will be supported which will impact instructional delivery.

**Staff Responsible for Monitoring:** Principal

AP

CIS

**Problem Statements:** Student Learning 4 - School Processes & Programs 5

### Strategy 5 Details

**Strategy 5:** Teachers will analyze data from reading assessments in order to identify strengths and weaknesses and to allow teachers to design instruction that meet the needs of students. This will include performance assessments. This data will be used to support the intervention process on campus.

**Strategy's Expected Result/Impact:** Students will show growth on reading standards, and the percentage of students passing the STAAR test will increase.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Campus Instructional Specialist

**Problem Statements:** Student Learning 4, 7 - School Processes & Programs 5

### Strategy 6 Details

**Strategy 6:** Administration will conduct walkthroughs to ensure that effective Reading instruction is taking place in all classrooms.

**Strategy's Expected Result/Impact:** Effective reading instruction will take place in all classroom and implementation of balanced literacy framework.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Campus Instructional Specialist

**Problem Statements:** Student Learning 4

### Strategy 7 Details

**Strategy 7:** Teachers will implement all components of the balanced literacy framework, and district design plan with fidelity.

**Strategy's Expected Result/Impact:** Increased results on STAAR, MAP, and CUA's in reading.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Campus Instructional Specialist

**Problem Statements:** Student Learning 4, 7 - School Processes & Programs 5

### Strategy 8 Details

**Strategy 8:** Teachers will utilize small group instruction to include the use of manipulatives and hands on materials to provide opportunities to Reteach and provide remediation after core instruction and assessments.

**Strategy's Expected Result/Impact:** Decrease in students needing Tier 2, and Tier 3 RTI.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Campus Instructional Specialist

**Problem Statements:** Student Learning 4 - School Processes & Programs 5

**Funding Sources:** Instructional Supplies for reading reteach and remediation - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$2,500

### Strategy 9 Details

**Strategy 9:** Early literacy teachers-3rd grade will implement a variety of literacy activities, targeted small group instruction aligned to literacy guidelines. Phonics interventions will also support this process.

**Strategy's Expected Result/Impact:** Increase percent of students reaching end of year mastery in phonics, reading fluency and comprehension.

**Staff Responsible for Monitoring:** Teacher

CIS

Admin

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 4 - School Processes & Programs 5

### Strategy 10 Details

**Strategy 10:** With the support of the CIS, the campus will utilize the PLC unit planning process for developing literacy lesson plans using the literacy CUA's to guide instruction. Teachers will implement components of balanced literacy, comprehension at the core at all grade levels through whole group, small group and digital formats.

**Strategy's Expected Result/Impact:** Increased scores on local and state assessment

**Staff Responsible for Monitoring:** CIS, Admin

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 4 - School Processes & Programs 5

### Strategy 11 Details

**Strategy 11:** The CIS will support the planning process of embedding Empowering writers and the Comprehension toolkit. During PLC's, teachers will engage with the lessons and texts as they plan for literacy instruction. Intentional connections will be made with Empowering Writers and the comprehension toolkit.

**Strategy's Expected Result/Impact:** Increased STAAR and CUA scores

**Staff Responsible for Monitoring:** CIS

Admin

**Problem Statements:** Demographics 2 - Student Learning 4 - School Processes & Programs 4

### Strategy 12 Details

**Strategy 12:** Teachers will utilize reading and writing across the content areas through the use of Empowering Writers resources.

**Strategy's Expected Result/Impact:** Teachers will meet students individual needs. CUA data will reflect student increase in writing proficiency in responses.

**Staff Responsible for Monitoring:** Admin

CIS

Grade level teams

**Problem Statements:** Student Learning 4, 7 - School Processes & Programs 5

### Performance Objective 3 Problem Statements:

#### Demographics

**Problem Statement 2:** Students in special programs such as At Risk, EB, GT, SPED, and others require differentiated instruction and support in order to address their diverse learning needs.

#### Student Learning

**Problem Statement 4:** The 2023 STAAR Reading results for 3rd grade are below 4th and 5th grade at all performance levels. The percentage of students at each grade level achieving Meets Grade Level Standard include: third (45%), fourth(61%), and fifth(77%).

**Problem Statement 7:** Students in primary grades lack prerequisite skills needed to be successful on STAAR. There is a need for instructional practices that support closing the gaps.

## School Processes & Programs

**Problem Statement 4:** There is a need to build teacher capacity through professional development to support the needs of all learners.

**Problem Statement 5:** There is a need for content based PD to support differentiation to meet the needs of all learners and support student achievement.

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

**Performance Objective 4:** Based on the STAAR Math data, the percentage of students in grades 3rd-5th who met Approaches standard was 60% . By June 2024, we will see an increase by 10%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Percentage of students who Meet Standard and Master on STAAR Math.

**Strategy 1 Details**

**Strategy 1:** Each grade level will have a specified tutoring time to help all students needing interventions in math.

**Strategy's Expected Result/Impact:** Increase in MAP, CUA, and STAAR assessments.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Campus Instructional Specialist

**Problem Statements:** Student Learning 3, 5 - School Processes & Programs 5

**Strategy 2 Details**

**Strategy 2:** All grade levels will practice math problem solving skills every day to increase math achievement.

**Strategy's Expected Result/Impact:** Increase math scores on STAAR and MAP.

**Staff Responsible for Monitoring:** Principal

CIS

Assistant Principals

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 3, 5 - School Processes & Programs 5



### Strategy 3 Details

**Strategy 3:** Teachers will utilize small group instruction to include the use of manipulatives and hands on materials to provide opportunities to reteach, and provide remediation after core instruction and assessments.

**Strategy's Expected Result/Impact:** Decrease in the number of students needing Tier2, Tier 3 RTI.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Specialist

**Problem Statements:** Student Learning 3, 5, 7 - School Processes & Programs 5

**Funding Sources:** Instructional Supplies for math reteach and remediation - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$2,500

### Strategy 4 Details

**Strategy 4:** Teachers will analyze data from common math assessments and performance assessments in order to identify strengths and weaknesses and to design instruction to meet the needs of students. Data analysis will allow for identification of students needing intervention.

**Strategy's Expected Result/Impact:** Student growth and percentage of students passing the STAAR Math will increase.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Campus Instructional Specialist

**Problem Statements:** Demographics 2 - Student Learning 3, 5 - School Processes & Programs 4, 5

### Strategy 5 Details

**Strategy 5:** Teachers will implement with consistency and fidelity strategies that support academic vocabulary, critical thinking, fact fluency, and spiraling. The GRR framework will be used as well to ensure instruction is a complete cycle. Guided math will support this process and ensure students are mastering grade level concepts.

**Strategy's Expected Result/Impact:** Increase in the results on campus, district and state assessments.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Campus Instructional Specialist

**Problem Statements:** Demographics 2 - Student Learning 3, 5, 7 - School Processes & Programs 4, 5

### Strategy 6 Details

**Strategy 6:** Administration will conduct walkthroughs during daily problem solving and math instruction.

**Strategy's Expected Result/Impact:** Fidelity of math instruction in all classrooms.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Campus Instructional Specialist

**Problem Statements:** Demographics 2 - School Processes & Programs 4, 5

### Strategy 7 Details

**Strategy 7:** With the support of the CIS, teachers will integrate varied response strategies to support writing across content areas in math.

**Strategy's Expected Result/Impact:** Increase in math scores

**Staff Responsible for Monitoring:** Teachers

CIS

Admin

**Problem Statements:** Demographics 2 - Student Learning 3, 5 - School Processes & Programs 4, 5

### Strategy 8 Details

**Strategy 8:** 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 in EOY standards on Circle, MAP, CUA and STAAR assessments.

**Staff Responsible for Monitoring:** Teachers

CIS

Admin

**Problem Statements:** Demographics 2 - Student Learning 7 - School Processes & Programs 4, 5

### Strategy 9 Details

**Strategy 9:** Professional development will be provided on guided math, and building numeracy skills during PLC's and professional development days.

**Strategy's Expected Result/Impact:** Increased implementation of guided math and numeracy skills in classrooms.

**Staff Responsible for Monitoring:** Teacher

CIS

Admin

**Problem Statements:** Student Learning 7 - School Processes & Programs 4, 5

**Funding Sources:** Guided Math Professional Development/Conferences - 211 - ESEA, Title I Part A - 211.13.6411.00.128.30.000 - \$5,000

### Strategy 10 Details

**Strategy 10:** Teachers will implement math spiral reviews daily to increase proficiency in grade level content standards.

**Strategy's Expected Result/Impact:** Increased proficiency in math content standards

**Staff Responsible for Monitoring:** Teachers

CIS

Admin

**Problem Statements:** Demographics 2 - Student Learning 3, 7

### Performance Objective 4 Problem Statements:

### Demographics

**Problem Statement 2:** Students in special programs such as At Risk, EB, GT, SPED, and others require differentiated instruction and support in order to address their diverse learning needs.

### Student Learning

**Problem Statement 3:** The 2023 STAAR Math results for 3rd grade are significantly below 4th and 5th grade at all performance levels. The percentage of students at each grade level achieving Meets Grade Level Standard include: third (28%), fourth(60%), and fifth(66%).

**Problem Statement 5:** Our special populations, such as At Risk and Special Education students, are not meeting academic growth as compared to other student groups.

**Problem Statement 7:** Students in primary grades lack prerequisite skills needed to be successful on STAAR. There is a need for instructional practices that support closing the gaps.

### School Processes & Programs

**Problem Statement 4:** There is a need to build teacher capacity through professional development to support the needs of all learners.

**Problem Statement 5:** There is a need for content based PD to support differentiation to meet the needs of all learners and support student achievement.

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

**Performance Objective 5:** Throughout the 23-23 school year, GT Students will continue to master grade level content as evidenced in CUA, performance assessments and increased Mastery Level performance on STAAR.

**Evaluation Data Sources:** STAAR Assessments  
CUA Assessments

**Strategy 1 Details**

**Strategy 1:** Teachers will connect high school to career and college by providing extension opportunities for Gifted/Talented students. One of the extension activities will include a service project generated by student interest and will be TEKS aligned.

**Strategy's Expected Result/Impact:** Students will be able to utilize technology to increase engagement in 21st century skills.

**Staff Responsible for Monitoring:** Principal,  
CIS

**TEA Priorities:**

Connect high school to career and college

**Problem Statements:** Demographics 1 - School Processes & Programs 5

**Strategy 2 Details**

**Strategy 2:** Technology will be used by GT students for research and as a tool to support the TPSP project.

**Strategy's Expected Result/Impact:** Promote academic growth for GT students and support newly identified GT students.

**Staff Responsible for Monitoring:** Principal  
AP  
CIS

**Problem Statements:** Demographics 1, 2

**Strategy 3 Details**

**Strategy 3:** GT Students will receive intervention time to work on enrichment in order to increase academic proficiency's.

**Strategy's Expected Result/Impact:** Percentage of GT students meeting student achievement standard and making growth will increase.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Instructional Specialist

**Problem Statements:** Demographics 1, 2

### Strategy 4 Details

**Strategy 4:** The campus CIS will provide ongoing support to teachers on the nature and needs of gifted students and differentiated activities and strategies to support gifted students.

**Strategy's Expected Result/Impact:** Percentage of GT students meeting student achievement standard and making growth will increase.

**Staff Responsible for Monitoring:** CIS

Teachers

Admin

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 2

### Performance Objective 5 Problem Statements:

#### Demographics

**Problem Statement 1:** Our GT population on campus is currently at 3.3%. There is a need to identify GT identified students.

**Problem Statement 2:** Students in special programs such as At Risk, EB, GT, SPED, and others require differentiated instruction and support in order to address their diverse learning needs.

#### School Processes & Programs

**Problem Statement 5:** There is a need for content based PD to support differentiation to meet the needs of all learners and support student achievement.

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

**Performance Objective 6:** 100% of EB learners in grades 3rd-5th scored approaches or above in all content areas of the STAAR test. By June 2024 there should be continued growth by 5% for EB learners in all tested categories approaches, meets, masters.

**Evaluation Data Sources:** CUA  
STAAR Assessments

**Strategy 1 Details**

**Strategy 1:** ELL teacher will support ELL students in both "push-in" and "pull-out" instructional settings. ELL teacher will also support students in small group by pre teaching vocabulary, and reteaching difficult concepts.

**Strategy's Expected Result/Impact:** ELL students will have access to the English language in a different way to increase reading comprehension.

**Staff Responsible for Monitoring:** Principal  
CIS  
ELL teacher

**TEA Priorities:**  
Build a foundation of reading and math

**Problem Statements:** Demographics 2 - Student Learning 2, 5

**Strategy 2 Details**

**Strategy 2:** ELL students will receive daily intervention during the scheduled intervention time to work on vocabulary and academic areas of concerns in literacy. Students will focus on building vocabulary and language skills applied in reading, math, social studies and science content.

**Strategy's Expected Result/Impact:** Increase in percentage of ELL students passing assessments and growth. MAP, CUA, STAAR

**Staff Responsible for Monitoring:** Principal  
CIS  
Assistant Principal

**ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 2, 5

### Strategy 3 Details

**Strategy 3:** ELL teachers will collaborate with the General Education teachers and support the planning process to ensure ELPS are being supported through instruction for EL students.

**Strategy's Expected Result/Impact:** Increase in achievement on TELPAS and assessments for EL learners.

**Staff Responsible for Monitoring:** CIS's, AP's, Principal

**Problem Statements:** Student Learning 2, 5

### Strategy 4 Details

**Strategy 4:** Supplemental curricula, instructional materials, educational software, and/or assessment resources designed to support ELL students will be used to increase academic achievement of English Learners. This includes integrating visual aides, academic vocabulary games, hands-on task, and review assessments.

**Strategy's Expected Result/Impact:** Increased achievement on TELPAS and STAAR assessments.

**Staff Responsible for Monitoring:** CIS, AP, Principal

**Problem Statements:** Demographics 2 - Student Learning 5

### Strategy 5 Details

**Strategy 5:** Summit K12 will be utilized in preparation for TELPAS and to support the ELPS under the direction of the ELL teacher and classroom teachers serving EB students.

**Strategy's Expected Result/Impact:** TELPAS scores will increase for student group

**Staff Responsible for Monitoring:** Teacher

CIS

Admin

**Problem Statements:** Demographics 2 - Student Learning 5 - School Processes & Programs 5

**Funding Sources:** IPADS to support ELPS and preparation for TELPAS - 165/ES0 - ELL - 165.11.6398.00.128.25.ES0 - \$1,540

## Performance Objective 6 Problem Statements:

### Demographics

**Problem Statement 2:** Students in special programs such as At Risk, EB, GT, SPED, and others require differentiated instruction and support in order to address their diverse learning needs.

### Student Learning

**Problem Statement 2:** 8% of 5th graders, to include ELL, SpEd, and economically disadvantaged students, did not show growth on Science MAP. 66% of 5th graders are expected to approach standards on Science STAAR.

**Problem Statement 5:** Our special populations, such as At Risk and Special Education students, are not meeting academic growth as compared to other student groups.

### School Processes & Programs

**Problem Statement 5:** There is a need for content based PD to support differentiation to meet the needs of all learners and support student achievement.

**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:** 100% of teachers will participate in professional development to build teacher capacity and increase teacher knowledge of standards to improve student achievement resulting in a 5% increase in achievement in reading, math, writing and science.

**Evaluation Data Sources:** STAAR and MAP data

**Strategy 1 Details**

**Strategy 1:** Professional development will be provided to staff in all content areas through PLCs. Staff will also receive PD on Instructional Coaching and Coaching data to build the capacity of all and ensuring expert instructional delivery.

**Strategy's Expected Result/Impact:** Teachers and staff will be able to utilize data to support the instructional core of the campus.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Campus Instructional Specialist

**Problem Statements:** Demographics 2 - School Processes & Programs 4, 5

**Strategy 2 Details**

**Strategy 2:** The CIS will meet with new teachers and arrange peer observations to provide support during the first year. Additional support will be provided for 2nd year teachers, and those switching grade levels to support instruction in their classrooms. Monthly meetings will be held with the campus instructional specialist to ensure all teachers are supported.

**Strategy's Expected Result/Impact:** Support for new teachers to determine professional development needs to increase STAAR and MAP scores. This will also support teacher retention on campus.

**Staff Responsible for Monitoring:** Principal

CIS

**Problem Statements:** School Processes & Programs 4, 5



### Strategy 3 Details

**Strategy 3:** Teachers will use full day PLC's to plan standards based aligned instruction to build clarity about the TEKS, GRR, and assessments.

**Strategy's Expected Result/Impact:** Improved assessment scores for all student groups

**Staff Responsible for Monitoring:** CIS

Admin

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 4, 5

### Strategy 4 Details

**Strategy 4:** Staff will be provided the opportunity to meet in vertical teams each 9 weeks to develop relationships across the campus which encourage connection and support for staff retention.

**Strategy's Expected Result/Impact:** Increased staff morale evidenced in EOY rounding conversations

**Staff Responsible for Monitoring:** Principal

AP's

CIS

Teachers

**Problem Statements:** School Processes & Programs 4, 5

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 2:** Students in special programs such as At Risk, EB, GT, SPED, and others require differentiated instruction and support in order to address their diverse learning needs.

#### School Processes & Programs

**Problem Statement 4:** There is a need to build teacher capacity through professional development to support the needs of all learners.

**Problem Statement 5:** There is a need for content based PD to support differentiation to meet the needs of all learners and support student achievement.

**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 2:** The campus will foster an environment that supports a positive campus culture, and self care for all teachers and staff.

**Evaluation Data Sources:** Campus Surveys

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> The campus will support self care and the well being of teachers and staff by protecting planning and instruction time. This will be supported by additional planning time and recognition on campus to promote a positive work environment.</p> <p><b>Problem Statements:</b> Perceptions 3</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> The campus will recognize a teacher/staff member a month. The recognition will promote teacher motivation and campus expectations</p> <p><b>Strategy's Expected Result/Impact:</b> Positive campus culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, CIS, Counselors</p> <p><b>Problem Statements:</b> Perceptions 3</p>

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 3:</b> There is need to continue to support the well-being of teachers and staff as they continue to meet the needs of learners.</p>

**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 the end of the 2023-2024 school year, 90% of Montague Village parents will have participated in parent involvement opportunities on campus.

**Evaluation Data Sources:** Take home folders  
Student Planners  
Parent Conference forms  
Surveys

**Strategy 1 Details**

**Strategy 1:** Teachers will establish effective communication with all parents by using daily communication, Tuesday folders and conferencing at least 2 times a year. Grade level newsletters will also be utilized to communicate curriculum and information to parents.

**Strategy's Expected Result/Impact:** Parents will have information to help students with homework and daily classwork.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
CIS  
Counselor

**Problem Statements:** Perceptions 1, 2, 4

**Strategy 2 Details**

**Strategy 2:** Teachers will coordinate conferences in the fall and spring with parents. Conferences will also be held after each progress report and report card for students scoring below 70 in a content area.

**Strategy's Expected Result/Impact:** Parents will become a partner with the teacher to reinforce good study habits.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
CIS

**Problem Statements:** Perceptions 1, 2, 4

### Strategy 3 Details

**Strategy 3:** Counselors will coordinate parent workshops. Workshops will be held within the day to support self regulation skills, study habits, and resources for supporting students academic school day.

**Strategy's Expected Result/Impact:** Parents will discover ways to help students with reading and math at home to support student achievement of at risk learners by attending parent workshops. Parents will also have a better understanding of what the academic school day entails.

**Staff Responsible for Monitoring:** Principal  
Counselors  
Assistant Principal

**TEA Priorities:**

Connect high school to career and college

**Problem Statements:** Perceptions 1, 2, 4

**Funding Sources:** Materials for parent workshops - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.128.24.PAR - \$948

### Strategy 4 Details

**Strategy 4:** Family open house and curriculum nights will be held. Reading and math achievement will be addressed during the campus events. The Title One Annual Meeting will be held on campus in the fall. Parents will be invited to review and revise the Home School Compact and the Parent and Family Engagement Policy. Parents will also be provided resources to support their students at home. Virtual options may be provided.

**Strategy's Expected Result/Impact:** Increase parent involvement and interest in State Expectations in reading and math.

**Staff Responsible for Monitoring:** Principal  
Counselors,  
Assistant Principals,  
CIS

**Problem Statements:** Perceptions 1, 2, 4

**Funding Sources:** Supplies for Make and Take activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.128.24.PAR - \$948

### Strategy 5 Details

**Strategy 5:** Counselors will create family fliers, newsletters and update the Facebook page as needed. Blackboard system will also be used to communicate campus events and updates to parents.

**Strategy's Expected Result/Impact:** Parents will have multiple ways to access information from the school to stay informed.

**Staff Responsible for Monitoring:** Principal  
AP's  
CIS  
Counselors

**Problem Statements:** Perceptions 4

### Strategy 6 Details

**Strategy 6:** The school will send out parent surveys at the end of the fall and spring semester to receive input on the culture, climate and educational experiences at Montague Village.

**Strategy's Expected Result/Impact:** The surveys will be used to determine effectiveness of the academic and social/emotional experiences of the students.

**Staff Responsible for Monitoring:** Principal

Assistant Principals

Counselors

**Problem Statements:** Perceptions 1, 2, 4

### Strategy 7 Details

**Strategy 7:** A family engagement night will be held in the Spring for ELL students. This could be a virtual option for participating.

**Strategy's Expected Result/Impact:** Increased parent involvement with ELL students.

**Staff Responsible for Monitoring:** Principal

AP

CIS

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Perceptions 1, 2, 4

**Funding Sources:** Family Engagement make and take activities / resources - 263 - ESEA, Title III Part A - 263.11.6399.LE.128.25.000 - \$330

### Performance Objective 1 Problem Statements:

#### Perceptions

**Problem Statement 1:** 70% felt encouraged to be involved with their children and have a clear understanding of grade level content in 2022-2023

**Problem Statement 2:** 87% of parents share that home/school communication has a positive impact on their child educational performance in 2022-2023.

**Problem Statement 4:** There is a need to ensure that parents feel that their students are safe and cared for during the school day.

**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, the number of discipline referrals will decrease by a minimum of 5% from the previous year total of 557.

**Evaluation Data Sources:** Counselor reports, discipline reports, bully reporter

**Strategy 1 Details**

**Strategy 1:**

Counselors will provide lessons and strategies to help students achieve educational and behavioral goals.

Small group counseling services will be provided to At Risk students in academic, social and emotional areas.

**Strategy's Expected Result/Impact:** Positive behavior and self esteem help contribute to positive student achievement.

**Staff Responsible for Monitoring:** Principal

- Counselors
- Assistant Principals
- Technologists
- Librarian
- CIS

**Problem Statements:** School Processes & Programs 1

**Strategy 2 Details**

**Strategy 2:** Students who receive 2 serious referrals will be entered into the RTI process to develop a plan for behavior intervention.

**Strategy's Expected Result/Impact:** By addressing behavior needs early, students can be provided accommodations to increase student achievement.

**Staff Responsible for Monitoring:** Principal

- AP's
- CIS

**Problem Statements:** School Processes & Programs 1

### Strategy 3 Details

**Strategy 3:** AP's, counselors and teachers will work closely together to keep students safe and learning in the classroom. This will take place by ensuring restorative practices are present in the classroom, and the campus expectations plan is being followed with fidelity to support partnerships with parents.

**Strategy's Expected Result/Impact:** By learning new strategies to help students self manage their emotions, the teachers will be able to maintain a calm and inviting culture to meet the needs of all learners.

**Staff Responsible for Monitoring:** Counselors

AP's

Principal

**Problem Statements:** School Processes & Programs 1

### Strategy 4 Details

**Strategy 4:** Teachers will participate in continued training on strategies to De-escalate and support students. This will help students achieve academic and behavioral goals. The campus counselors will support with restorative practices by providing ongoing support.

**Strategy's Expected Result/Impact:** Positive behavior will contribute to student achievement.

**Staff Responsible for Monitoring:** Principal

AP's

Counselors

**Problem Statements:** School Processes & Programs 1

**Funding Sources:** Supplies to support deescalation strategies - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$500

### Strategy 5 Details

**Strategy 5:** Students at Montague Village will be recognized based on the character traits outlined in character lessons provided by the school counselors. The campus will also implement positive behavior support initiatives to recognize positive behavior on campus.

**Strategy's Expected Result/Impact:** Percentage of students making positive choices on campus will increase supporting decrease in discipline referrals.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Campus Instructional Specialist.

**Problem Statements:** School Processes & Programs 1

**Funding Sources:** Recognition Items for Students - 211 - ESEA, Title I Part A - 211.11.6498.00.128.30.000 - \$500

**Strategy 6 Details**

**Strategy 6:** Teachers will report claims of bullying and violence prevention to administrators. Administrators will issue consequences and follow the SCOC to support a positive culture on campus.

**Strategy's Expected Result/Impact:** Decrease in bullying and discipline incidents on campus.

**Staff Responsible for Monitoring:** Assistant Principal  
Principal

**Problem Statements:** School Processes & Programs 1

**Strategy 7 Details**

**Strategy 7:** Restorative practices will be used by teachers to support relationships on campus. The positive behavior support initiative will also be utilized on campus to support relationships and expected behaviors.

**Strategy's Expected Result/Impact:** Increase in positive behavior on campus

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**Problem Statements:** School Processes & Programs 1

**Strategy 8 Details**

**Strategy 8:** The campus will conduct safety drills and evaluate threat assessment needs on campus to ensure the safety and well being of students and staff.

**Strategy's Expected Result/Impact:** By addressing the safety needs on campus. Student learning can take place on campus.

**Staff Responsible for Monitoring:** Principal  
AP's

**Problem Statements:** Perceptions 4

**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** There is a need for continued implementation of positive behavior strategies.

**Perceptions**

**Problem Statement 4:** There is a need to ensure that parents feel that their students are safe and cared for during the school day.



**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:** All students will engage in physical activity supporting the health of students.

**Evaluation Data Sources:** Master Schedule

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Montague Village will use the master schedule to ensure that students receive the required minutes of physical activity per week. During this time they will engage in the desired PE activity to support the health of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of minutes received for weekly physical activity. Students meet the expectations for physical activity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist Teachers/ PE Coaches</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 4</p>

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> There is a need for continued implementation of positive behavior strategies.</p>
<b>Perceptions</b>
<p><b>Problem Statement 4:</b> There is a need to ensure that parents feel that their students are safe and cared for during the school day.</p>

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

**Performance Objective 1:** During the 23-24 school year, Montague Village will effectively manage resources and operations 100% of the time to maximize instructional time and increase the effectiveness of professional learning communities and stakeholder engagement opportunities.

**Evaluation Data Sources:** Budget Data

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> SBDM meetings will review, revise and evaluate the campus plan and the use of supplemental funds to support learning outcomes for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Budget monitoring of use of funds to support functions on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Montague Village will put in place systems to monitor instructional supplies, safeguarding cash, deposits, and receipts to maintain reliable financial records.</p> <p><b>Strategy's Expected Result/Impact:</b> Audit findings for the 20-21 school year. Budget management to support campus functions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Principal will meet weekly with secretary to review the campus budget along with documentation and procedures for remaining in compliance.</p> <p><b>Strategy's Expected Result/Impact:</b> Functioning budget for campus operations</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Leadership meetings will review, revise and evaluate campus systems and operations.</p> <p><b>Strategy's Expected Result/Impact:</b> Functioning budget for campus operations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>

### Strategy 5 Details

**Strategy 5:** An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.

**Strategy's Expected Result/Impact:** Increased student achievement. Reduction in learning gaps.

**Staff Responsible for Monitoring:** Admin; CIS

**Problem Statements:** Student Learning 7, 8 - School Processes & Programs 5

**Funding Sources:** Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.128.30.000 - \$1,000, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$2,500

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 7:** Students in primary grades lack prerequisite skills needed to be successful on STAAR. There is a need for instructional practices that support closing the gaps.

**Problem Statement 8:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

#### School Processes & Programs

**Problem Statement 3:** There is a need to maintain compliance with auditors on all budget funds. In the 2022-2023 school year a continued review for systems was suggested to remain in compliance.

**Problem Statement 5:** There is a need for content based PD to support differentiation to meet the needs of all learners and support student achievement.

## 2023-2024 SBDM & Title I Stakeholders (ES)

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator/Chair	Natalie Cue	Principal
Classroom Teacher	Meyanna Adams	PK3 Teacher
Classroom Teacher	Ashlynn Vincent	PK4 Teacher
Classroom Teacher	Nancy Hildenbrand	Kindergarten Teacher
Classroom Teacher	Jessica Butler	1st Grade Teacher
Classroom Teacher	Mario Alo	2nd Grade Teacher
Classroom Teacher	Wendy Boucher	3rd Grade Teacher
Classroom Teacher	Traniqua Murphy	4th Grade Teacher
Classroom Teacher	Corissa Phelps	5th Grade Teacher
Classroom Teacher	Monica Riddle	SPED Teacher
Business Representative	Tabatha Lemacks	Business Representative
Community Representative	Syreeta Stewart-Hill	Community Member/ Communities in School
District-level Professional	Jsanean Mark	District-Level Professional/ Parent Educator
Parent	Aaliyah Allen	Parent
Parent	James and Melissa Scheibin	Parent
Paraprofessional	Tamara Thompson	Paraprofessional (Title I)
Paraprofessional	Raven Lister	Paraprofessional (Title I)
Campus technology support	Christiane Paradiso	Campus Support /Technologist
Campus Support	Denise Rodriguez	Campus Instructional Specialist
Administrator	Keri Reynolds	Assistant Principal
Campus Support	Heather Hamilton	Counselor
Administrator	Nerrissia Kemp-Murray	Assistant Principal
Campus Support	Stephanie Crockett	Counselor
Campus Support	Shana Robinson	Campus Instructional Specialist
Community Representative	Irma Aman	Military Family Life Counselor/ Community Support
Classroom Teacher	Ruth Bryan	PE Teacher
Classroom Teacher	Shannon Burden	Skills Teacher