

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



Mission Statement

We are committed to respond collectively and collaboratively to the needs of ALL Rangers through the use of research-based best practices.

Vision

Hustle and Heart Set Us Apart

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Goals





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





Performance Objective 1: By the end of the 2023-2024 school year, 50% of 3rd-5th grade students will attain the "meets" grade-level standard or higher in reading.


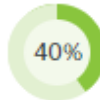




Evaluation Data Sources: STAAR reading assessment
Curriculum Unit Assessments (CUAs)
MAP assessment

Strategy 1 Details	Reviews
<p>Strategy 1: ELAR teachers will attend professional development on Balanced Literacy strategies to strengthen reading, writing, and phonics instruction. The principal and assistant principal will attend to assist in building the capacity of teachers and to ensure the implementation of evidence-based best-practices through modeling lessons and leading PLCs.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students meeting the passing standard on the state reading assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov November Evidence of Progress  Balanced literacy PD provided to kindergarten and first grade teachers (Melissa Leach). PD in PLCs on phonics and writing.</p> <p>Jan January Evidence of Progress  Teachers attended Phonics PD (K-3) and Empowering Writers PD (3-5) during the district PD day.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: ELAR teachers will use a Backward Design Lesson Plan Model as well as the 3 Essentials +1 to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase in reading.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov November Evidence of Progress  Weekly grade level planning, 1/2 day of planning (1st week in November) provided to all grade levels to support backward design and unit planning.</p> <p>Jan January Evidence of Progress  Teachers utilize the district planning process to design instruction during weekly planning meetings.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: ELAR teachers in grades K-5 will teach reading through a Gradual Release of Responsibility Model that uses the Balanced Literacy approach and implements the TEKS Resource System with fidelity.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students meeting the passing standard on the state reading assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov November Evidence of Progress  PD provided to Kinder and 1st grade, PD in PLCs for all grade levels around GRR/balanced literacy, coaching walks utilized support GRR model implementation.</p> <p>Jan January Evidence of Progress  Teachers deliver balanced literacy instruction through the GRR Model daily. Coaching walks are utilized to monitor fidelity of implementation. PD has been provided to grades K-5 for phonics and writing instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>Strategy 4: Teachers will utilize the CUA data protocol with fidelity. The principal and assistant principal will assist in building the capacity of teachers as they delve deeply into the TEKS and will ensure the implementation of evidence-based best-practices through modeling lessons and leading PLCs.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase in reading.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov November Evidence of Progress  Data review PLC to train on the use of the CUA data protocol and the CUA dashboard</p> <p>Jan January Evidence of Progress  Teachers utilize the data protocol within their grade level planning and during PLCs for units in math and reading.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Students will improve mastery of reading skills by engaging in challenging lexile-leveled reading as well as skill-based practice materials. Parents will be a part of their child's learning and build an understanding of the expectation for their child to be successful in reading. Re-teaching opportunities will be provided as needed in a small-group setting. Targeted Support will be provided to Special Education students and students of two or more races in reading through small group instruction in order to increase academic achievement.</p> <p>Strategy's Expected Result/Impact: Increase the number of students showing growth between the BOY and EOY MAP assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Librarian, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov November Evidence of Progress  Small group reading instruction and targeted support (intervention) provided at all appropriate grade levels with grade-level texts.</p> <p>Jan January Evidence of Progress  Small group reading instruction, targeted intervention, and after school tutoring are provided to support the development of reading skills.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


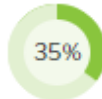


Strategy 6 Details	Reviews
<p>Strategy 6: K-3rd grade teachers will implement the required phonics program daily and document lessons in their daily lessons.</p> <p>Strategy's Expected Result/Impact: Increase the number of students showing growth between the BOY and EOY assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov November Evidence of Progress  K-3 teachers are implementing the Benchmark phonics program daily, fidelity walks by the district/campus admin.</p> <p>Jan January Evidence of Progress  K-3 teachers continue to implement the Benchmark phonics program daily and receive PD to support implementation through the district and in PLCs.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: PK - 5th grade teachers will increase progress monitoring of students struggling in reading. Teachers will regularly review progress monitoring data in Istation and then analyze what gaps students have in order to determine student needs and instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increase the number of students showing growth between the BOY and EOY assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov November Evidence of Progress  Teachers have been trained on istation reports and progress monitoring in PLC. Teachers have started to utilize reports to guide instruction.</p> <p>Jan January Evidence of Progress  Teacher regularly review istation reports to monitor progress in PLCs. Adjustments to intervention and small group are made based on progress monitoring data.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 8 Details	Reviews
<p>Strategy 8: ELAR teachers in grades K-5 will implement and use Empowering Writers strategies across all subject areas as part of the lesson to improve classroom instructional practices in writing.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, ELAR Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov November Evidence of Progress</p> <p> PD provided in PLC on Empowering Writers strategies to support short/extended constructed response and Sentence a Day (K-2nd). EW is not being fully implemented across all grade levels at this time.</p> <p>Jan January Evidence of Progress</p> <p> Additional PD on Empowering Writers strategies, including constructed response writing (ARACE), has been provided for all grades during the district PD day and in PLCs. Teachers in grades 3-5 are including regular practice of ARACE in their literacy instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	





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







Performance Objective 2: By the end of the 2023-2024 school year, 50% of 3rd-5th grade students will attain the "meets" grade-level standard or higher in math.

Evaluation Data Sources: STAAR math assessment
 MAP math assessments
 Curriculum Unit Assessments (CUAs)

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers, CIS and administrators will attend professional development to include Guided Math and the implementation of effective math instructional strategies.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 2</p>	<p>Nov November Evidence of Progress  Fifth grade teachers and new third/fourth grade teachers attended Guided Math PD at the beginning of the year.</p> <p>Jan January Evidence of Progress  Teachers have attended additional training for Guided Math during the district PD day. Guided Math components are required in lesson plans/learning progressions for grades 3-5.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Math teachers will use a Backward Design Lesson Plan Model as well as the 3 Essentials + 1 to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 2</p>	<p>Nov November Evidence of Progress  Weekly grade level planning, 1/2 day of planning (1st week in November) provided to all grade levels to support backward design and unit planning.</p> <p>Jan January Evidence of Progress  Teachers utilize the district planning process to design instruction during weekly planning meetings.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Math teachers in grades K-5 will teach math through a Gradual Release of Responsibility Model that implements the TEKS Resource System with fidelity.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students showing growth from the BOY and EOY assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 2</p>	<p>Nov November Evidence of Progress  PD in PLCs for all grade levels around GRR model, coaching walks utilized to support GRR model implementation.</p> <p>Jan January Evidence of Progress  Teachers deliver math instruction through the GRR Model daily. Coaching walks are utilized to monitor fidelity of implementation.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Math teachers will provide students with differentiated instructional support and re-teaching opportunities, to include Guided math (grades 3-5), math games, manipulatives, and technology-based interventions, in order to enhance learning at all levels for at-risk students. Targeted Support will be provided to Special Education students and students of two or more races through small group instruction in order to increase academic achievement.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students showing growth from the BOY and EOY assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	<p>Nov November Evidence of Progress  Small group math instruction is implemented and all grades utilize ST Math. Targeted support (interventions) is provided to at-risk students.</p> <p>Jan January Evidence of Progress  Differentiated instruction is provided through small group math. All grades continue to utilize ST Math. Targeted interventions are provided to students based on need.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 5 Details	Reviews
<p>Strategy 5: Math teachers will utilize the data protocol with fidelity to analyze data and ensure alignment between instruction and assessments to strengthen the instructional core.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 2</p>	<p>Nov November Evidence of Progress  Data review PLC to train on the use of the CUA data protocol and the CUA dashboard</p> <p>Jan January Evidence of Progress  Teachers utilize the data protocol within their grade level planning and during PLCs for units in math and reading.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: Students in grades 2-5 will have daily spiral review practice in fluency, critical thinking, and math problem-solving skills.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2</p>	<p>Nov November Evidence of Progress  Spiral review is done daily in grades 2-5 with the Lonestar Math program.</p> <p>Jan January Evidence of Progress  Daily spiral review is provided to students through the Lonestar Math program for grades 2-5. Administrators/ CIS monitor fidelity of implementation.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>









Strategy 7 Details	Reviews
<p>Strategy 7: PK - 5th grade teachers will increase progress monitoring of students struggling in math through the use of common formative and ST Math. Teachers will utilize data/reports from ST Math to progress monitor and then analyze what gaps students have in order to determine student needs and instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 2</p>	<p>Nov November Evidence of Progress</p> <p> Teachers have been trained on ST Math progress monitoring in PLC and at the beginning of the year. Teachers have started to utilize data from ST Math to guide instruction.</p> <p>Jan January Evidence of Progress</p> <p> Teacher regularly review ST Math reports to monitor progress in PLCs. Adjustments to intervention and small group are made based on progress monitoring data.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 3: By the end of the 2023-2024 school year, 50% of 5th grade students will attain the "meets" grade-level standard or higher in science.

Evaluation Data Sources: MAP science assessments
Curriculum Unit Assessments (CUAs)





Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will use a Backward Design Lesson Plan Model to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov November Evidence of Progress</p> <p> Weekly grade level planning, 1/2 day of planning (1st week in November) provided to all grade levels to support backward design and unit planning.</p> <p>Jan January Evidence of Progress</p> <p> Teachers utilize the district planning process to design instruction during weekly planning meetings.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Students will improve mastery of science skills and academic vocabulary by engaging in challenging inquiry-based and hands-on, technology-based lessons. Parents will be a part of their child's learning and build an understanding of the expectation for their child to be successful in science.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase. Animated clips aligned to the instructional target will provide an emotional connection with students thus improving the transference of the content knowledge to formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov November Evidence of Progress</p> <p> The science lab has been set up and materials purchased to support hands-on science.</p> <p>Jan January Evidence of Progress</p> <p> A science lab has been supplied and made available to all grade levels to support hands-on science lessons. A portable sink has been purchased to further support inquiry learning.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




Strategy 3 Details	Reviews
<p>Strategy 3: Science teachers will utilize the data protocol with fidelity to analyze data and ensure alignment between instruction and assessments and respond to student needs.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, Teachers</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov November Evidence of Progress  Data review PLC to train on the use of the CUA data protocol and the CUA dashboard</p> <p>Jan January Evidence of Progress  Teachers utilize the data protocol within their grade level planning and during PLCs for units in science for 5th Grade.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Science teachers at each grade level will teach science daily for the number of minutes required in the master schedule.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov November Evidence of Progress  Teachers have included time for science instruction in their daily schedules to align with the master schedule.</p> <p>Jan January Evidence of Progress  Teachers have included time for science instruction in their daily schedules to align with the master schedule.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	





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





Performance Objective 4: By the end of the 2023-2024 school year, students identified as English Language Learners, At-Risk, special education, two or more races, and/or gifted/talented will show an increase of 5% when compared to assessments from the previous administration.





Evaluation Data Sources: STAAR assessments
 MAP assessments
 CIRCLE assessments
 Curriculum Unit Assessments (CUAs)





Strategy 1 Details	Reviews
<p>Strategy 1: Differentiated instruction will be provided for identified Gifted and Talented students through the use of reading materials which support the TPSP as well as field-based instruction.</p> <p>Strategy's Expected Result/Impact: Increase the number of students showing growth between the BOY and EOY assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialists, GT Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 7</p>	<p>Nov November Evidence of Progress</p> <p> A regular pull-out time has been scheduled for GT students, facilitated by the librarian.</p> <p>Jan January Evidence of Progress</p> <p> GT students are in the process of planning for their TPSP and some have already started. They continue to receive enrichment through a pull-out with the librarian.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Teachers of ELL students will provide differentiated instruction using technology-based interventions for ELL students through guided and small group reading to support Balanced Literacy.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students showing growth between the BOY and EOY MAP assessment as well as TELPAS, MAP, STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, ESL Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 6, 8</p>	<p>Nov November Evidence of Progress</p> <p> ELL students are regularly provided technology-based interventions through SummitK12.</p> <p>Jan January Evidence of Progress</p> <p> ELL students continue to receive regular intervention and support through SummitK12.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 3 Details	Reviews
<p>Strategy 3: GT identified students will complete a TPSP project that will allow students to create professional quality work in alignment with the Texas State Plan for the Education of Gifted/Talented students. Students will showcase their TPSP projects during the month of May.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students who score meets or masters on the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers of GT identified students, Campus GT Coordinator, Campus Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 7</p>	<p>Nov November Evidence of Progress N/A This strategy has not been implemented at this time.</p> <p>Jan January Evidence of Progress  GT students are in the process of planning for their TPSP and some have already started.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: The ESL teacher will support identified students by providing small group instruction to those who need additional help and modeling best practice instructional strategies for ELL classroom teachers.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students showing growth between the BOY and EOY MAP assessment as well as TELPAS, MAP, STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, ESL Teacher and Paraprofessional</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 6, 8</p>	<p>Nov November Evidence of Progress  The ESL teacher regularly supports identified students through small group instruction.</p> <p>Jan January Evidence of Progress  Identified students continue to receive regular support through small group instruction with the ESL teacher.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: The Special Education teachers and paraprofessionals will support identified students by providing small group instruction to those who need additional help and modeling best practice instructional strategies for inclusion classroom teachers.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students showing growth between the BOY and EOY MAP assessment as well as STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Special Education Teachers, General Education Teachers, Special Education Paraprofessionals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 4, 5</p>	<p>Nov November Evidence of Progress  Special education teachers and paraprofessionals regularly support identified students through small group instruction.</p> <p>Jan January Evidence of Progress  Special education teachers and paraprofessionals regularly support identified students through small group instruction. Additional support is provided through the collaborative teaching model.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: Teachers will attend professional development to identify strategies and best practices for identifying and serving GT students.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students who score meets or masters on the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 7</p>	<p>Nov November Evidence of Progress N/A This strategy has not been implemented at this time.</p> <p>Jan January Evidence of Progress  Additional teachers have completed the 30 hour PD to become certified to teach GT students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: An ELL Family Night will be hosted in the second semester to share information about the TELPAS assessment, strategies to support literacy at home, and ESL services available to students.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students showing growth between the BOY and EOY MAP and CIRCLE assessments as well as TELPAS and STAAR assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Teacher, Parent Liaison</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 6, 8</p>	<p>Nov November Evidence of Progress N/A This strategy has not been implemented at this time.</p> <p>Jan January Evidence of Progress  The event is in the process of being planned.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 8 Details	Reviews
<p>Strategy 8: The campus will provide academic support for general education classroom teachers through the use of Special Education Paraprofessionals to support co-teaching strategies.</p> <p>Strategy's Expected Result/Impact: Increase the number of students showing growth between the BOY and EOY assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers, Special Education Paraprofessionals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 6, 8</p>	<p>Nov November Evidence of Progress  Two paraprofessionals regularly support general education teachers using co-teaching strategies.</p> <p>Jan January Evidence of Progress  The co-teaching model continues to be implemented to support general education teachers.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 9 Details	Reviews
<p>Strategy 9: Instructional Assistants will be assigned to provide additional assistance for grade level intervention time and additional one-on-one time for struggling students.</p> <p>Strategy's Expected Result/Impact: Students who are struggling will receive small group and/or one-on-one support the instructional day.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	<p>Nov November Evidence of Progress  Two of four positions have been filled. The instructional assistants support intervention groups daily.</p> <p>Jan January Evidence of Progress  Three of four positions have been filled. The instructional assistants support with pull-out/push-in intervention groups daily in grades 1st - 5th.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 10 Details	Reviews
<p>Strategy 10: Maintain a systematic PLC schedule for: deep study of curriculum, tracking student growth and analyzing student artifacts in order to determine what instructional adjustments are needed.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students passing the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	<p>Nov November Evidence of Progress</p>  <p>Master schedule has been designed to allow for weekly PLC meetings for grades K-5, biweekly for PK. PLC agendas are planned to include data reviews, PD, curriculum study, and analysis of student work.</p> <p>Jan January Evidence of Progress</p>  <p>PLC meetings are held weekly for grades K-5, every other week for PK. Data protocols, PD, curriculum study, and analysis of student work are regular topics on the weekly agenda.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 11 Details	Reviews
<p>Strategy 11: Teachers and paraprofessionals will provide students with differentiated instructional support and re-teaching opportunities, to include small-group tutoring and technology-based interventions, in order to enhance learning at all levels for students identified as at-risk.</p> <p>Strategy's Expected Result/Impact: Increase the number of students passing the STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers, Paraprofessionals</p> <p>Problem Statements: Demographics 2</p>	<p>Nov November Evidence of Progress</p>  <p>Targeted support (interventions) is provided to at-risk students. Teachers and paraprofessionals support and facilitate the use of technology-based interventions, including ST Math and Istation.</p> <p>Jan January Evidence of Progress</p>  <p>ST Math and Istation are regularly used by at-risk identified students for differentiated support.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 12 Details	Reviews
<p>Strategy 12: Teachers will support instruction and student achievement in ELAR, math, and science by integrating technology to enhance instruction. Students will be taught how to use a variety of technological devices as they learn about critical thinking and collaboration.</p> <p>Strategy's Expected Result/Impact: Technology survey will show increase in technology usage.</p> <p>Staff Responsible for Monitoring: Technologist, Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	<p>Nov November Evidence of Progress  Devices are accessible to all students at nearly 1-1. Teachers regularly integrate technology into the lessons and daily instruction/intervention.</p> <p>Jan January Evidence of Progress  Teachers continue to integrate technology to enhance instruction and to support intervention.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 13 Details	Reviews
<p>Strategy 13: 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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 10</p>	<p>Nov November Evidence of Progress  Instructional materials have been ordered to facilitate after-school tutoring.</p> <p>Jan January Evidence of Progress  After-School tutoring is offered for students in grades 1st - 5th twice a week. Tutoring is targeted to meet the needs of struggling students in reading and math.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




Strategy 14 Details	Reviews
<p>Strategy 14: Intervention time embedded in the master schedule will be used by teachers (both classroom and interventionists) to work in small groups, rotate through learning centers, work one-on-one and utilize computer programs with struggling students.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students passing the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2, 3, 9</p>	<p>Nov November Evidence of Progress</p> <p> Intervention time has been included on the master schedule and all daily schedules of r all grade levels. Small-group interventions are provided daily for struggling students.</p> <p>Jan January Evidence of Progress</p> <p> Small group interventions are provided daily in grades K-5 during the intervention block. Intervention is provided based on identified student needs.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	





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






Performance Objective 1: By the end of the 2023-2024 school year, 100% of teachers will participate in professional learning to increase rigor and alignment in instruction for all students grades PK-5th.

Evaluation Data Sources: Sign-in sheets and certificates

Strategy 1 Details	Reviews
<p>Strategy 1: Staff will analyze student data in PLCs to determine what instructional adjustments need to be made and to respond to student needs.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 2</p>	<p>Nov November Evidence of Progress  Staff regularly review and analyze student data in PLCs, facilitated by administrators and the CIS.</p> <p>Jan January Evidence of Progress  Staff regularly review and analyze student data in PLCs, facilitated by administrators and the CIS.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Professional development will be provided for teachers, CIS and administrators to strengthen the instructional core by learning about the use of professional learning community practices including: Gradual Release of Responsibility, learning targets, aligning rigorous instructional tasks with assessments, and disaggregating student data.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  PLC meetings are regularly utilized to strengthen Tier I instruction with a focus on GRR, appropriate rigor, and instructional strategies.</p> <p>Jan January Evidence of Progress  PLC meetings are regularly utilized to strengthen Tier I instruction with a focus on GRR, appropriate rigor, and instructional strategies.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: The campus leadership team will lead at least 1 Coaching Walk each semester that will focus on identifying high quality instructional practices being presented through the Gradual Release of Responsibility Model.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students achieving meets or masters on the STAAR test</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress N/A This strategy has not been implemented at this time.</p> <p>Jan January Evidence of Progress  The instructional leadership team is planning a coaching walk to take place in March.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: New teachers will attend monthly new teacher meetings in order to meet their unique needs and provide professional development for the in-house programs offered at Timber Ridge.</p> <p>Strategy's Expected Result/Impact: New teachers will become more confident and proficient in their craft as witnessed by walk throughs and T-TESS.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p>	<p>Nov November Evidence of Progress  The CIS facilitates new Ranger meetings each month to provide support and information to all new staff.</p> <p>Jan January Evidence of Progress  New Ranger meetings have taken place each month to date to share information, address concerns, and offer support to new staff members.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 5 Details	Reviews
<p>Strategy 5: Maintain a systematic PLC schedule for: deep study of curriculum, tracking student growth and analyzing student artifacts in order to determine what instructional adjustments are needed.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students passing the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> Master schedule has been designed to allow for weekly PLC meetings for grades K-5, biweekly for PK. PLC agendas are planned to include data reviews, PD, curriculum study, and analysis of student work.</p> <p>Jan January Evidence of Progress</p> <p> PLCs are held weekly for grades K-5, every other week for PK. Topics include data review, curriculum study, and professional development/training.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: Teachers will be provided PLC planning days to plan using a Backward Design Lesson Plan Model as well as the 3 Essentials + 1 to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard and to plan appropriate interventions and remediation based on student data.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students passing the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> 1/2 day of planning (1st week in November) provided to all grade levels to support backward design and unit planning.</p> <p>Jan January Evidence of Progress</p> <p> A full day of planning has been scheduled for all grade levels for the end of February.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 7 Details	Reviews
<p>Strategy 7: Campus administrators will ensure a positive school climate and culture by developing and implementing a Campus Culture Momentum Plan.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of professional staff retained at the end of the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Demographics 1</p>	<p>Nov November Evidence of Progress N/A This strategy has not been implemented at this time.</p> <p>Jan January Evidence of Progress  The leadership team has planned activities to acknowledge and show appreciation for the work of the staff. A climate committee has been organized to continue to develop ideas/activities to support positive school climate.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 8 Details	Reviews
<p>Strategy 8: Campus Instructional Specialists will provide teachers with coaching and support to strengthen the instructional core. The campus instructional specialists will provide support in the unit planning process and model best-practices in the classroom to build teacher capacity.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress N/A A second CIS has been hired but has not started in this role.</p> <p>Jan January Evidence of Progress N/A A second CIS has been hired but has not been permitted to start in this role.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	









Goal 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, at least 90% of our families will participate in at least one parent/campus event and the number of parent volunteer hours will increase by 10%.

Evaluation Data Sources: Sign in sheets for various parent/campus events.

Strategy 1 Details	Reviews
<p>Strategy 1: Timber Ridge Leadership will coordinate the parent involvement program and encourage parents to participate in the review of the Home School Compact and written Parent Family Engagement Policy. The principal will host the required number of Title I meetings as well as Chats with the Principal twice a semester.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation in conferences and campus events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Perceptions 1, 3</p>	<p>Nov November Evidence of Progress BOY Title I meeting held on two dates.</p>  <p>Jan January Evidence of Progress BOY Title I meetings held.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Parent education classes will be offered quarterly and parenting education information sent home monthly in order to help parents with parenting skills, homework strategies, and early literacy for siblings.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation in conferences and campus events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Perceptions 1, 3</p>	<p>Nov November Evidence of Progress N/A This strategy has not been implemented at this time.</p> <p>Jan January Evidence of Progress N/A This strategy has not been implemented.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


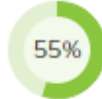
Strategy 3 Details	Reviews
<p>Strategy 3: The campus will host Family Nights such as STREAM Night and Reading Night. Activities and information gleaned can be applied at home in order to strengthen academic skills at home.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation in conferences and campus events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>	<p>Nov November Evidence of Progress Reading Night was held on October 26th.</p> <p> 30%</p> <p>Jan January Evidence of Progress STEAM Night has been planned for February 29th.</p> <p> 50%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: The campus will enlist and organize parents to volunteer their time as needed on the campus.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation in conferences and campus events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialists</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>	<p>Nov November Evidence of Progress A volunteer program, facilitated by the counselors, has been implemented. Regular orientation sessions are held to enlist volunteers. A process has been developed to ensure volunteers are matched to teachers/projects as needed.</p> <p> 30%</p> <p>Jan January Evidence of Progress A volunteer program, facilitated by the counselors, has been implemented. Regular orientation sessions are held to engage volunteers. A process has been developed to ensure volunteers are matched to teachers/projects as needed.</p> <p> 50%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 5 Details	Reviews
<p>Strategy 5: The Timber Ridge Leadership team will coordinate with Adopt-a-School unit from Fort Hood.</p> <p>Strategy's Expected Result/Impact: Increase in community participation in conferences and campus events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Counselors</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	<p>Nov November Evidence of Progress</p> <p> An agreement has been made with our Adopt-a-School unit. They have sent volunteers to events, such as the Thanksgiving meal.</p> <p>Jan January Evidence of Progress</p> <p> Our Adopt-a-School unit has been in training for much of the winter but continue to make themselves available when possible.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: The PE and Music Departments will host Kite Days and music programs for parents to attend.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation in conferences and campus events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialist, PE Teachers, Music Teachers</p>	<p>Nov November Evidence of Progress</p> <p> The Music department has presented the 3rd grade musical performance at Reading Night. The Winter Choir performance has been scheduled for December.</p> <p>Jan January Evidence of Progress</p> <p> First grade musical performance is scheduled for the end of February. Kite Days have been scheduled for March.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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 the end of the 2023-2024 school year, student engagement will increase as evidenced by a 10% reduction of office referrals and a 96% attendance rate.

Evaluation Data Sources: Quarterly discipline and attendance data

Strategy 1 Details	Reviews
<p>Strategy 1: The counselors will teach the character education program prescribed by KISD to help teach our students the values they need to be successful. Counselors will explicitly teach strategies such as mindful practices and utilize an online check-in system to track at-risk students. By teaching students how to be successful in dealing with other people and teaching them values, our goal is that they will be in the classroom to receive instruction rather than in the office or ISS due to poor judgment and inappropriate conduct.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of office referrals in 2023-2024 compared to 2022-2023. More student recognition for positive character traits.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress</p> <p> Counselors have implemented the character education program and have hosted Ranger of the Month Luncheons. Counselors have scheduled monthly guidance lessons with all classes.</p> <p>Jan January Evidence of Progress</p> <p> Counselors have continued to implement the character education program and have hosted Ranger of the Month Luncheons. Counselors provide monthly guidance lessons with all classes.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Staff members will provide maximum supervision of students and follow the KISD policies and procedures while managing students in the classroom and during transitions. Students will be recognized for good behavior and work habits.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of office referrals in 2023-2024 compared to 2022-2023. More student recognition for positive character traits.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress</p> <p> All staff members actively monitor and supervise students, following district policies for student management. Classroom teachers implement classroom management/incentive plans.</p> <p>Jan January Evidence of Progress</p> <p> All staff members actively monitor and supervise students, following district policies for student management. Classroom teachers implement classroom management/incentive plans.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Timber Ridge will implement campus-wide Restorative Practices. Social Contracts will be posted in each classroom and reviewed frequently with students.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of office referrals in 2023-24 compared to 2022-2023.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress</p> <p> Restorative Practices has been implemented across the campus for all grade levels. Social contracts have been developed and posted.</p> <p>Jan January Evidence of Progress</p> <p> Restorative Practices has been implemented across the campus. Social contracts are posted and were reviewed in all classes after returning from the winter break.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 4 Details	Reviews
<p>Strategy 4: All staff members will receive training on the Student Code of Conduct to include bullying identification, prevention and reporting per HB1942.</p> <p>Strategy's Expected Result/Impact: Decrease in the amount of office referrals for SCOC violations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress SCOC training and bullying prevention training provided at the beginning of the year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Timber Ridge will recognize students for positive behavior by implementing a positive behavior recognition program. Students will be recognized for displaying positive character traits and doing good deeds. Examples of rewards include positive notes and phone calls to parents and lunch with staff members.</p> <p>Strategy's Expected Result/Impact: A decrease in the amount of office referrals for SCOC violations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress This strategy is being developed, but has not yet been fully implemented school wide.</p> <p>Jan January Evidence of Progress Students are recognized monthly for demonstrating positive character traits. Positive home communication is encouraged and positive rewards are made available to support positive student behavior.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 6 Details	Reviews
<p>Strategy 6: Classroom teachers will implement Restorative Practices including the use of a classroom safe space and sensory room to build social-emotional learning and support academic achievement. Teachers will receive on-going support with the implementation and will develop leadership capacity to coach and mentor colleagues.</p> <p>Strategy's Expected Result/Impact: A decrease in the amount of office referrals for SCOC violations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress</p> <p> Classroom teachers have developed contracts with students at the BOY to align with Restorative Practices. The SEL specialist and counselors support teachers in the implementation of Restorative Practices. A sensory room has been established to support implementation.</p> <p>Jan January Evidence of Progress</p> <p> Classroom teachers reviewed social contracts with students after the winter break to align with Restorative Practices. The SEL specialist and counselors support teachers in the implementation of Restorative Practices. A sensory room has been established to support implementation.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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: During the 2023-2024 school year, there will be 100% compliance with all school safety requirements.

Evaluation Data Sources: 100% compliance with all safety requirements including monthly safety drills









Strategy 1 Details	Reviews
<p>Strategy 1: The campus will maintain a safe school environment by having visitors sign in at the office and wear badges during their visit on campus.</p> <p>Strategy's Expected Result/Impact: Increase student safety through 100% ID check of all visitors to the campus</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Main Office Staff</p> <p>Problem Statements: School Processes & Programs 3</p>	<p>Nov November Evidence of Progress</p> <p> All visitors sign in at the office and wear badges for the duration of their visit. District employees additionally wear a sticker to indicate that they have signed in at the office.</p> <p>Jan January Evidence of Progress</p> <p> All visitors sign in at the office and wear badges for the duration of their visit. District employees additionally wear a sticker to indicate that they have signed in at the office.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: All exterior doors and classroom doors will be locked throughout the day in order to maintain a safe school environment.</p> <p>Strategy's Expected Result/Impact: Increase student safety through locking of exterior and classroom doors.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Front Office Staff, Custodians</p> <p>Problem Statements: School Processes & Programs 3</p>	<p>Nov November Evidence of Progress</p> <p> All exterior and classroom doors are locked throughout the day. Checks are done regularly throughout the day to ensure that doors remain locked.</p> <p>Jan January Evidence of Progress</p> <p> All exterior and classroom doors are locked throughout the day. Checks are done regularly throughout the day to ensure that doors remain locked.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: The campus will implement staff training and student practice for safety drills.</p> <p>Strategy's Expected Result/Impact: Monthly safety records will show 100% compliance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 3</p>	<p>Nov November Evidence of Progress</p> <p> Training has been provided to all staff on safety procedures and drills. Required drills have been scheduled and have taken place as planned up to this point in the year.</p> <p>Jan January Evidence of Progress</p> <p> All required drills have been scheduled and have taken place as planned to this point in the year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 3: During the 2023-2024 school year, 100% of students will have opportunities for daily physical activity.









Evaluation Data Sources: Review of Master Schedule

Strategy 1 Details	Reviews
<p>Strategy 1: PE Teachers will teach PE for the number of minutes required in the master schedule and students in grades 3-5 will complete the required Fitnessgram.</p> <p>Strategy's Expected Result/Impact: Student health and physical fitness will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, PE Teachers</p>	<p>Nov November Evidence of Progress</p> <p> Students participate in PE for the required minutes as indicated in the master schedule.</p> <p>Jan January Evidence of Progress</p> <p> Students participate in PE for the required minutes as indicated in the master schedule.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Students will participate in outdoor recess daily (weather-permitting).</p> <p>Strategy's Expected Result/Impact: Student health and physical fitness will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, PE Teachers</p>	<p>Nov November Evidence of Progress</p> <p> Students regularly participate in daily outdoor recess.</p> <p>Jan January Evidence of Progress</p> <p> Students regularly participate in daily outdoor recess when weather permits.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 1: By the end of the 2023-2024 school year, Timber Ridge will be 100% compliant with all budgetary procedures and guidelines.



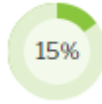

Evaluation Data Sources: Budget data






Strategy 1 Details	Reviews
<p>Strategy 1: Through monthly scheduled meetings, the SBDM will be provided a transparent view of campus goals and funding issues and assist in creating and evaluating campus goals as well as the planning of staff professional development to help achieve those goals.</p> <p>Strategy's Expected Result/Impact: 100% of the SBDM agendas and sign-in sheets will reflect teacher/community input on campus goals and professional development needed to achieve those goals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	<p>Nov November Evidence of Progress</p> <p> Three monthly meetings have been held to review, update, and evaluate the CIP and consider programs to support student learning and growth.</p> <p>Jan January Evidence of Progress</p> <p> Monthly meetings have been held to review, update, and formatively evaluate the CIP.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Monthly reconciliations of the Campus Activity Funds will be completed by the financial clerk and reviewed by principal per Accounting Department guidelines.</p> <p>Strategy's Expected Result/Impact: Increase compliance with budgetary procedures and guidelines.</p> <p>Staff Responsible for Monitoring: Principal, Principal Secretary</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> Monthly reconciliation has been done up to this point in the year.</p> <p>Jan January Evidence of Progress</p> <p> Monthly reconciliation has been done up to this point in the year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 2: During the 2023-2024 school year, Timber Ridge will achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

Evaluation Data Sources: Campus Technology Survey

Strategy 1 Details	Reviews
<p>Strategy 1: The campus will continue to build the capacity of teachers to effectively implement innovative technologies for teaching and learning.</p> <p>Strategy's Expected Result/Impact: Increase in performance on campus technology survey</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Campus Technologist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<p>Nov November Evidence of Progress</p>  Teachers have been trained on new technology to include new projectors, Istation, and other programs. <p>Jan January Evidence of Progress</p>  Teachers have been trained on new technology to include new projectors, Istation, and other programs. Teachers regularly utilize the provided technology effectively and are given support as needed. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: The campus will continue to provide ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement.</p> <p>Strategy's Expected Result/Impact: Increase in performance on campus technology survey</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Campus Technologist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	<p>Nov November Evidence of Progress</p>  PD was provided at the beginning of the year related to new instruction/intervention programs. <p>Jan January Evidence of Progress</p>  PD is provided in PLC to help teachers maximize the the use of technology and effectively utilize district programs. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: The campus technologist will assist in creating Common Sense Education accounts for each professional staff member to support appropriate usage of technology and reduce the number of technology related discipline referrals.</p> <p>Strategy's Expected Result/Impact: Increase in performance on campus technology survey</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Campus Technologist, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	<p>Nov November Evidence of Progress N/A This strategy has not been implemented at this time.</p> <p>Jan January Evidence of Progress N/A</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: The campus technologist will provide yearly training for parents to bring awareness to the topic of digital citizenship.</p> <p>Strategy's Expected Result/Impact: Increase in performance on campus technology survey</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Campus Technologist</p> <p>TEA Priorities: Improve low-performing schools</p>	<p>Nov November Evidence of Progress N/A This strategy has not been implemented at this time.</p> <p>Jan January Evidence of Progress  A parent training is planned for February.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: The campus will continue to meet the standards and apply to maintain status as a Common Sense School.</p> <p>Strategy's Expected Result/Impact: Increase in performance on campus technology survey</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Campus Technologist</p>	<p>Nov November Evidence of Progress N/A This strategy has not been implemented at this time.</p> <p>Jan January Evidence of Progress N/A</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	