

**Killeen Independent School District**  
**Haynes Elementary School**  
**2023-2024 Formative Review with Notes**



# Table of Contents

Goals	3
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.	3
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.	13
Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.	15
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.	18
Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.	20



# 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 there will be a 10% increase in scores on STAAR Reading with written responses and 70% of students will meet their MAP Reading Growth Goal.









**HB3 Goal**

**Evaluation Data Sources:** STAAR, MAP

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will use web-based programs, including iStation, and additional print-based resources to spiral review skills and improve reading comprehension. (Targeted Support for all students to include 2 or more races and SPED population subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Reading Scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CISs APs Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 2</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> Students doing iStation during specials and in the classrooms. Teachers provide spiral review at intervention time.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p> Teachers have utilized iStation reports to plan small group lessons. Teachers intervene with students using Think-Ups, F&amp;P resources, and others to address students' reading needs.</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> An Interventionist will provide targeted support for struggling students during intervention time to increase student success. (Targeted Support for all students to include 2 or more race and SPED subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved reading scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span data-bbox="1283 123 1360 147">Nov</span> <span data-bbox="1535 123 1906 147"><b>November Evidence of Progress</b></span> </div> <div style="display: flex; align-items: center; margin: 5px;">  <div style="margin-left: 10px;">Interventionist pulls groups daily.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <span data-bbox="1283 277 1360 302">Jan</span> <span data-bbox="1535 277 1906 302"><b>January Evidence of Progress</b></span> </div> <div style="display: flex; align-items: center; margin: 5px;">  <div style="margin-left: 10px;">Interventionist continues to pull students daily.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <span data-bbox="1283 431 1360 456">Mar</span> <span data-bbox="1535 431 1906 456"><b>March Evidence of Progress</b></span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <span data-bbox="1283 488 1360 513">June</span> <span data-bbox="1535 488 1906 513"><b>June Evidence of Progress</b></span> </div> </div>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Instructional assistants will assist teachers with implementing instructional strategies to ensure student success. They will work with students in a small group setting for reading support under the direct supervision of a classroom teacher. (Targeted Support for all students to include 2 or more races and SPED subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve reading scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span data-bbox="1283 724 1360 748">Nov</span> <span data-bbox="1535 724 1906 748"><b>November Evidence of Progress</b></span> </div> <div style="display: flex; align-items: center; margin: 5px;">  <div style="margin-left: 10px;">Instructional assistants work with small groups of students in classrooms on a daily basis. Teachers provide materials and strategies to support their work with students.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <span data-bbox="1283 902 1360 927">Jan</span> <span data-bbox="1535 902 1906 927"><b>January Evidence of Progress</b></span> </div> <div style="display: flex; align-items: center; margin: 5px;">  <div style="margin-left: 10px;">IAs work with small groups of students picked by the classroom teachers to address need identified by the teacher.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <span data-bbox="1283 1057 1360 1081">Mar</span> <span data-bbox="1535 1057 1906 1081"><b>March Evidence of Progress</b></span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <span data-bbox="1283 1114 1360 1138">June</span> <span data-bbox="1535 1114 1906 1138"><b>June Evidence of Progress</b></span> </div> </div>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> During PLC meetings teachers will collaboratively plan using district provided resources and identify students in need of additional support in reading through collaborative completion of the CUA Data Protocol Form.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Reading Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers meet weekly to collaboratively review data and plan strategically for their students based on that data.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teacher utilize the CUA dashboard to address student needs, form student groups and inform instructional decisions.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> ELL teachers will focus on phonics instruction, vocabulary and small group reading and writing during ELL instruction both in small group and through the use of technology for online interventions and supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Reading and TELPAS performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs ESL teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> ELL teachers are working on Summit K-12 with the EB students in small group. They also provide additional small group instruction to support reading and writing.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> ELL teachers work with EB students on K-12 Summit, as well as in the general education classrooms and small groups to support their reading, writing, listening, and speaking.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Incorporate artistic expression experiences and field based instruction to provide rich hands-on experiences that deepen understanding of TEKS that cannot be easily replicated within the classroom so students can apply their learning on research projects and TPSP.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Reading STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS GT Teachers Librarian</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 8</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Individual teachers have completed art projects and hands-on experiences for their students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Students have begun work on their TPSP projects to include research and planning of their art component of the project.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Teachers will include Balanced Literacy components including small group reading in their plans for reading instruction. Teachers will utilize weekly Comprehension Toolkit lessons, F&amp;P Interactive Read Alouds, F&amp;P Shared Reading (PK-3rd) Resources, and Benchmark Phonics to improve reading comprehension .</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Reading Scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CISs APs Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   K-2 teachers have implemented Benchmark Phonics with fidelity. Daily reading lessons in PK-5 classrooms incorporate daily balanced literacy lessons.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Benchmark Phonics is presented daily in K-3 classrooms. Daily reading lessons are presented using a variety of resources that allow for a balanced approached to literacy.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	





**Goal 1:** 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 there will be a 10% increase in scores on STAAR Math and 70% of students will meet their MAP Math Growth Goal.





**HB3 Goal**







**Evaluation Data Sources:** STAAR, MAP

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Instructional assistants will assist teachers with implementing instructional strategies to ensure student success. They will work with students in a small group setting for math support to provide hands-on learning under the direct supervision of a classroom teacher. (Targeted Support for all students to include 2 or more races and SPED subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Math Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Instructional assistants work with small groups of students in classrooms on a daily basis. Teachers provide materials and strategies to support their work with students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> IAs work with small groups of students picked by the classroom teachers to address need identified by the teacher.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> An Interventionist will provide targeted support for struggling students to increase student success. (Targeted Support for all students to include 2 or more races and SPED subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Math Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Interventionist pulls groups daily.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Interventionist continues to pull small groups daily.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> During PLC meetings teachers will collaboratively plan using district provided resources and identify students in need of additional support in math through collaborative completion of the CUA Data Protocol Form. (Targeted Support for all students to include 2 or more races and SPED subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Math Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Teachers meet weekly to collaboratively review data and plan strategically for their students based on that data.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Teacher utilize the CUA dashboard to address student needs, form student groups and inform instructional decisions.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Teachers will instruct using model drawing and research-based daily, problem solving to increase retention and mastery of math skills and process standards. Problem solving professional development will be held to support teachers in using math instructional strategies to deepen students' ability to analyze and solve word problems. Morning problem solving will be implemented campus-wide. (Targeted Support for all students to include 2 or more races and SPED subgroups)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Math Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4 - School Processes &amp; Programs 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Daily problem solving takes place across campus. Materials have been ordered to support the problem solving process.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Daily problem solving continues across campus. Additional coaching and on-campus PD has been provided for teachers who need support with successful implementation.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Third grade, fourth grade, and fifth grade teachers will implement Guided Math strategies into their math block to increase math achievement on computation, fact fluency, and problem solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve math scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Guided math instruction takes place daily in classrooms.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Guided math instruction continues to take place daily in classrooms.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> An after school learning academy will be established to provide tutoring an instructional support to struggling students and to those who need additional time to practice and master grade level skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve math achievement and reduction in learning gaps</p> <p><b>Staff Responsible for Monitoring:</b> Principals, APs, CISs</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Tutoring began for K-5 students in October and will run through December. Saturday tutoring in December will be available for some students who need intervention for HB 1416 requirements.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> After-school learning opportunities for student in 3-5 will begin in February to ensure all students show growth on grade level standards.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 1:** 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 there will be a 10% increase in scores on STAAR Science and 70% of students will meet their MAP Science Growth Goal.

**Evaluation Data Sources:** STAAR, MAP



Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will include hands-on science experiments and spiral review materials to transfer learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Science Scores</p> <p><b>Staff Responsible for Monitoring:</b> PK-5th grade teachers Principal APs CIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 25% Some teachers have incorporated hands-on experiments in and out of the science lab.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 50% Some teachers continue to incorporated hands-on experiments in and out of the science lab.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



















Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will integrate science topics through the use of non-fiction texts with a focus on science academic vocabulary during reading lessons. Online resources will be used to engage students and review science concepts and science vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Science Scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers APs Principal CISs</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers use non-fiction texts. Science Weekly has been ordered for 4th and 5th grade students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Science Weekly has been delivered to 4th and 5th grade science teachers. Teacher use other additional non-fiction resources.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Students will participate in field based instruction that emphasizes knowledge and skills that are difficult to replicate in the classroom setting. Field trips will provide real world experiences in relation to science concepts and may include locations such as museums, caverns, farms, parks, zoos, and planetarium.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase science achievement</p> <p><b>Staff Responsible for Monitoring:</b> Admin CISs Teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A There have been no field trips planned.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> N/A There will not be time for field trips to be planned this year.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 2:** 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 2023- 2024 school year, 100% of teachers will participate in district or campus professional development sessions covering a variety of research-based strategies to build teacher capacity and increase student achievement in grades PreK-5.

**Evaluation Data Sources:** PLC Agendas, Sign in sheets and Professional Development data





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Staff will participate in math, reading, and restorative practices professional development on campus and in or out of the district to incorporate research-based strategies to meet the needs of all learners. (Targeted Support for all students to include white and 2 or more races subgroups) (Additional Targeted Support for the SPED population)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve MAP and STAAR Performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CISs APs Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4, 6 - School Processes &amp; Programs 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Counselors have provided some on campus training for the staff, as well as for individual teachers in coaching and conference settings.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PD has been provided on campus for iStation, guided reading, math problem solving, writing, phonics, as well as individual coaching and conferences with teachers. Counselors continue to support restorative practices.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 2 Details	Reviews								
<p><b>Strategy 2:</b> Campus Instructional Specialist will ensure all teachers are provided with support , training, modeling and coaching that aligns with district initiatives and T-TESS goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve MAP, Circle, and STAAR Performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes &amp; Programs 1, 2</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <p><b>Nov</b></p>  </td> <td data-bbox="1381 115 2034 256"> <p><b>November Evidence of Progress</b></p> <p>CIS provides daily support to teachers through model lessons, attending grade level planning sessions, weekly coaching, and providing campus level PD</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p><b>Jan</b></p>  </td> <td data-bbox="1381 272 2034 414"> <p><b>January Evidence of Progress</b></p> <p>CIS provides daily support to teachers through model lessons, attending grade level planning sessions, weekly coaching, and providing campus level PD</p> </td> </tr> <tr> <td data-bbox="1262 430 1381 467"> <p><b>Mar</b></p> </td> <td data-bbox="1381 430 2034 467"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 483 1381 521"> <p><b>June</b></p> </td> <td data-bbox="1381 483 2034 521"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>CIS provides daily support to teachers through model lessons, attending grade level planning sessions, weekly coaching, and providing campus level PD</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>CIS provides daily support to teachers through model lessons, attending grade level planning sessions, weekly coaching, and providing campus level PD</p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>								
<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>								
<table border="0" style="width: 100%; text-align: center;"> <tr> <td> No Progress</td> <td> Accomplished</td> <td> Continue/Modify</td> <td> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
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**Goal 3:** Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.







**Performance Objective 1:** Through family and community partnerships, by June 2024, 100% of parents will have participated in at least one school event.

**Evaluation Data Sources:** Family / Community event participation data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Monthly parent newsletters will be emailed to inform parents of upcoming events and school news.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of parents will receive Haynes newsletter through the use of a common online communication app. Parent feedback and participation will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principal</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Monthly S'mores are emailed to parents with information about the campus and individual grade levels and special programs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Monthly S'mores are emailed to parents with information about the campus and individual grade levels and special programs.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> The counselor will work with staff, parents, and the community to support and strengthen relationships with the school to include recruiting and training parent volunteers, facilitating communication between the school and home, coordinating parenting classes, and teaching an early childhood literacy class (Little Hornets).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement in the learning of the child. Increased participation in school activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3, 6 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Parent volunteers have been trained. Little Hornets sessions are held monthly.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Parent volunteers were trained and are welcome on campus. Little Hornets took place in December.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> The school will conduct family nights to promote family involvement. Teachers will attend and provide activities and strategies for the parents to support student learning. Parents will be made aware of events through flyers, e-mails, texts, campus website and Facebook notifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental participation</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselors CISs APs Principal</p> <p><b>Title I:</b> 4.1, 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3, 4 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>A fall open house was held in September that included academic information about grade level expectations and individual student performance. A family reading event was held in November. Additional events are planned for the second semester.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Parent teacher conferences will be held in the fall and spring semesters in conjunction with academic family events that will include information for parents to use at home to increase CIRCLE, STAAR, MAP and CUA achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunity for parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers</p> <p><b>Title I:</b> 2.5, 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3, 4 - School Processes &amp; Programs 1 - Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>A fall open house was held in September that included academic information about grade level expectations and individual student performance.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>A Spring Event is being planned for March that will provide parents with information about testing requirements and demands.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>















Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> ELL teachers will offer sessions to parents of ELL students to provide them with ways they can assist their child at home with literacy skills. In an effort to make the classes accessible to more parents and families, classes will be provided both during and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Reading Scores</p> <p><b>Staff Responsible for Monitoring:</b> ELL teachers Administrators CIS</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools -</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> A fall open house was held in September that included a session for our ELL students and their families. Additional sessions are planned for January during the school hours.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> ESL teachers will hold a parent event in February for families. It will be offered during the school day with refreshments.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 4:** 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 providing a healthy, safe, secure, and orderly learning environment, we expect our referrals to decrease by 15%.

**Evaluation Data Sources:** Monthly/Yearly Discipline incident reports





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> A campus culture that addresses behavior, social/emotional learning and relationships will be fostered through Restorative Practices and motivational speakers.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Teachers APs Principal Counselors</p> <p><b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Restorative practices are implemented by teachers, APs, and counselors daily. A motivational speaker is being planned for the second semester.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Restorative practices are implemented by teachers, APs, and counselors daily. A motivational speaker is being planned for March 26th to speak with our 3-5 students about making positive behavior and life choices.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Counselors will continue the No Place for Hate/Anti-Bullying program to support a school environment where all students feel valued and have the opportunity to succeed.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principal APs Teachers</p> <p><b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Plans have been made for the program.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Lessons have take place with all classes on campus.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Counselors will teach calm down strategies to meet student social/emotional needs. The campus will provide calm down items and space to promote student self-regulation.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of discipline referrals and the number of student safety protocols.</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs Teachers Counselors</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Counselors work with teachers and students on a daily basis to help them meet student social/emotional needs. A calm-down room is available for all students as needed throughout the day. Additional items will be ordered soon.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Calm down items have been ordered.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Monitor students with multiple discipline referrals to ensure an RtI, 504 and ARD behavior plan is implemented in a timely manner. Counselors will provide and document weekly support.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce number of discipline referrals and decrease the number of repeat offenders</p> <p><b>Staff Responsible for Monitoring:</b> Teachers APs Principal Counselors</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The counselors, APs, and teachers collaborate and communicate with SPED facilitator to ensure BIPs are followed and adjusted as needed.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The counselors, APs, and teachers collaborate and communicate with SPED facilitator to ensure BIPs are followed and adjusted as needed. Daily support is provided to teachers and students by counselors, APs, facilitator, principal.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress          Accomplished          Continue/Modify          Discontinue       </p>	

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

**Performance Objective 1:** Haynes will effectively manage resources and operations 100% of the time so learning time is maximized.

**Evaluation Data Sources:** CUA Data, MAP, STAAR Data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will include the use of interactive white boards and ipads in their classroom math, ELAR, and science instruction to increase student knowledge and achievement. (Targeted Support for all students to include white and 2 or more races subgroups) (Additional Targeted Support for the SPED population)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement in math, reading, and science.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CTSS</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers use white boards and iPads on a daily basis to support their grade level instruction during the instructional block, as well as during intervention time to meet individual student needs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> White boards and ipads are used daily across campus as part of instruction.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Students will receive instruction and practice in keyboarding skills to increase their ability to effectively communicate their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading and math achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs CISs Teachers CTSS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 6, 9</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Students in 2nd-5th grade use Type to Learn during their specials rotation in one of the computer labs to support keyboarding skills. The program is also available in classrooms for use on iPads. That use varies among teachers and students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Students continue to use Type to Learn in the classrooms and in the computer lba during specials rotations.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



No Progress



Accomplished



Continue/Modify



Discontinue