

Killeen Independent School District
Brookhaven Elementary School
2019-2020 Formative Review with Notes

Accountability Rating: B



Mission Statement

Brookhaven staff will work together so that each student is a confident learner
and is challenged to achieve his or her highest potential.

Vision

The faculty and staff of Brookhaven Elementary School will provide high quality instruction and engaging learning activities
in a positive school environment, so that each student is successful and develops a lifelong love of learning.

Value Statement

Each student is unique and can learn more and at higher levels.

Students will give their attention and commitment when provided engaging experiences.

Each member of the school has the responsibility to ensure quality learning experiences for students.

We can achieve more by working together.

Every teacher is a leader and every leader a teacher.

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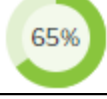

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Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.





Performance Objective 1: By the end of the 2019-2020 school year, we expect a minimum of a 5% increase on the EOY Universal Screeners (MAP & CIRCLE) in each area for grades PK-5 including special education, ELL, GT, At-Risk and 504 students.


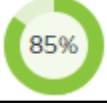


Evaluation Data Source(s) 1: MAP, CIRCLE, and End of Unit Formative and Summative Assessments




Summative Evaluation 1: Significant progress made toward meeting Performance Objective





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>1) GT students will be provided small group differentiated instruction to address their unique needs as well as project-based learning. Teachers will be provided ongoing PD on how to meet the unique needs of the G/T students in order to increase the number of students that meet the expected growth in in all 4 core subjects.</p> <p>In addition to engaging in project based learning using technology, GT students will be provided research materials to nurture their particular interests.</p>	Cluster teachers, CIS, Interventionist, & Admin	STAAR performance--Index 4	November	Additional things will be done due to funding being made available.
				
			January	Field trip experience planned, TPSP projects started, and addition problem-solving and critical thinking task have been ordered to extend their learning.
				
			March	Field Trip and TPSP project canceled due to COVID-19. Additional resources were being purchased , but due to COVID-19 they are on hold.
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
June	Enrichment will continue next year to include a pull out plan for all identified GT students to work on STEM projects and grade level themed extensions.			
				




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
TEA Priorities Build a foundation of reading and math 2) A Temp employee will work with students in small groups during intervention focusing on skills that students are lacking in reading and writing to close gaps in their learning. The temp employee will work collaboratively with classroom teachers studying the IFD/standards, planning lessons, sharing teaching strategies, reviewing common formative/summative assessment data, and implementing research based strategies to meet individual student's academic needs.	Admin, CIS, Temp employee (interventionist)	Student progress on state assessments, benchmark assessments, progress reports and report card.	November 	Mrs. Lethco is already working with students in groups and collaborating with the teachers. Student progress has been seen on the CUA's and in class discussion.
			January 	Mrs. Lethco continues to work with small groups.
			March 	Mrs. Lethco continued working with the small groups throughout the 3rd nine weeks. This is on hold now due to COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will continue in order to work with intensive reading interventions in small groups in anticipation of gaps.

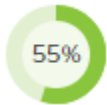



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) All students will be invited to participate in an after school club. The clubs will have a hands on approach to academic goals and aligned with the TEKS. The clubs will be used to practice content already taught. For example, the Technology Club will use reading, math, and science TEKS along with technology (STEM) as a basis for the club.	All staff	<p>Brookhaven will maintain or increase the number of campus clubs and show an increase in student enrollment in clubs based on club rosters.</p> <p>Student growth and progress on common assessments and benchmark assessments.</p> <p>A charter for all clubs will have a clear connection to grade level TEKS.</p>	November 	Every grade level has a club and there are additional clubs this year which serves more students .
			January 	All clubs have been fully implemented.
			March 	All clubs implemented, but on hold currently due to COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	The clubs will continue with the adjustment of combining the Technology Club with STEM and Science Olympiad.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Teachers will be provided an opportunity to plan for a full day every nine weeks. During this planning, teachers will be involved in a deep study of the IFD,YAG,TAG and VAD to include studying the standards using the TEK Resource System, methodical review of the unit assessments, performance indicators, and development of common lessons and assessments. The planning will include collaboration with the SPED and Special Support teachers as well as the interventionist to ensure all the specific needs of the students are addressed in the lesson planning.	Teachers, Admin team, CIS, Specials & Support personnel, and Interventionist.	Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.	November 	PLC discussions and walk-throughs reveal teacher clarity in the content and lessons that are smoother and more rigorous. The CUA data for the first nine weeks as been in the 1st and 2nd Quartile in the district which is improvement from last year.
			January 	There is only one more full day planning left for the year.
			March 	The final full day planning was canceled due to COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Grade Level Planning for every nine weeks will continue next year to ensure teacher clarity, rigor, and collaborative planning and to design lessons to address gaps due to COVID-19 school closure.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>5) Grade levels will have PLC to collaboratively share strategies for teaching upcoming units using the CFA 2.0 Process. Teachers will also engage in a continued study of Target/Task Alignment, Rigor and Webb's Depth of Knowledge using Hess's Cognitive Rigor Matrix and review data from formatives, summatives and universal screeners.</p> <p>In addition, the teachers will be engaged in learning new instructional strategies to implement in their classrooms based on student and campus need as well as district directives such as the GRR Framework and the Next Generation Balanced Literacy.</p>	<p>All teachers</p> <p>CIS</p> <p>Interventionist</p> <p>Administration</p>	<p>Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>Teacher growth and development in producing more rigorous work.</p> <p>Increase in teacher efficacy.</p>	November	PLC discussions and walk-throughs reveal teacher clarity in the content and lessons that are smoother and more rigorous. The CUA data for the first nine weeks as been in the 1st and 2nd Quartile in the district which is improvement from last year.
				PLC continues with instructional strategies learning, grade/data reviews, and backward design planning. The CUA data continues to be in the 1st and 2nd Quartile with the exception of the 5th grade math.
			March	PLC has continued via Video Conference during the school closure due to COVID-19.
				
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	PLC was held all year even during COVID-19. We will continue to work collaboratively next school year with an even bigger focus on using student data to drive instruction and in planning intense small group interventions.
				

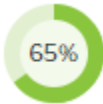

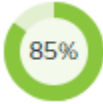

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 6) An intervention time will be blocked out for each grade level called Bronco Time. Additional staff will push in to classrooms to offer assistance to struggling students in the areas of math, reading, writing, and science. 3.5 Instructional Aides funded by State Comp Ed and Title 1 funds will also work with students in small group to help close achievement gaps.	Admin CIS Classroom Teacher	Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.	November 	CUA passing percentages are higher this year. The interventions are specific to the needs of the students based on the testing data.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Bronco Time will continue next year; however, due to COVID-19 school closure there will be adjustments made to the amount time from a one hour block to having 90 minutes with 30 minutes built into the math/ELAR block and the other hour reserved as Bronco Time.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 7) Using formative assessments of learning, common unit assessments and collected intervention data, grade level team members will respond to the needs of students in a timely manner and, if needed, RtI will be implemented for students not meeting grade level expectations. In addition, ESL students, SPED students, and the African American subgroup will be closely monitored through RtI to develop individual plans for students struggling in any of the content areas to close achievement gaps.	ESL Teacher Classroom Teachers CIS Interventionist Admin	Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.	November	Data reviews are done during PLC data reviews and in grade level team meetings. The data breakdowns identify areas of weakness which drives instruction. Some student growth noted.
			 January	Grade levels are using the data tool after each assessment and analyzing class and grade level data collaboratively. The data is also reviewed in PLC collectively. Student growth continues.
			 March	The data continued to be plugged into the CUA data tool and analyzed by all grade levels with administration. During COVID-19, we are monitoring student access and progress on Imagine Learning Math and Language as well as ST Math. Supplemental materials are being identified based on student need.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards this goal; however, COVID-19 Pandemic caused school closures. We will continue identifying students to work with intensive reading/math interventions in anticipation of gaps. In addition, we will re-evaluate and adjust our RtI meeting times and referral process.



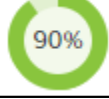





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 8) Teachers (SPED, Regular, Dyslexic, and ESL) will collaboratively review assessment data and student achievement weekly to identify specific student needs and use/identify research-based strategies to implement in the learning process for individual students in the content areas. A monthly meeting will be held with the Administration team, SPED teachers, and the Regular Ed teachers to review student growth and student services.	SPED teachers Classroom Teachers Support Teachers CIS Admin	Special Program students will increase achievement and show growth on campus, district, and state assessments--MAP, CIRCLE, and STAAR through progress monitoring.	November 	Special Program students are participating more in discussions.
			January 	CUA data tools are made available to the Special Programs teachers to be able to see the low TEKS. In addition, they collaborate with the grade levels during planning and PLC
			March 	This continued throughout the 3rd nine weeks. During COVID-19, it continued as well with the teachers meeting every Friday via video conference reviewing the lessons and determining supplemental material for the students and video conferencing with the students at least twice a week at a minimum.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Due to COVID-19, more collaboration will be needed in conjunction with data breakdown from assessments to ensure the gaps due to school closure are addressed and intensive interventions and specific research-based strategies are implemented in instruction using the GRR Framework with even tighter fidelity.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
TEA Priorities Build a foundation of reading and math 9) Field-based instructional experiences will be provided to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Field-based instruction will include the following: * Thinkery *Bob Bullock Museum *Bell County Museum *Mayborn Museum *Homestead Heritage *Zoo Presentations will be brought to the campus for the students linked to Science to provide extensive real-world connections and hands-on opportunities.	Admin Team CIS	Student data on related Unit Assessments, BOY, MOY, and EOY state and district assessments, as well as student results on STAAR will increase by a minimum of 5%.	November 	No evaluative information at this time. The students have went on a couple of field-based instructional experiences just recently.
			January 	All grade level trips have been either already completed or scheduled for an upcoming date.
			March 	Four grade levels had pending field trips , but two have been canceled due to COVID-19. The other two are postponed until we return to school since the field trip was designed to be on campus.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Field-based instruction will continue; however, due to COVID-19 it will be done using a virtual platform to continue building background knowledge for students and bringing the real-world into the classroom to deeper connections.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
TEA Priorities Build a foundation of reading and math 10) ESL teachers will provide ESL students with research-based instructional strategies related to Collaborative teaching (Parallel Teaching) and tools needed to meet the individual need of these students in small group in a push-in Colaborative Teaching setting. This includes integrating visual aides, academic vocabulary games, and hands-on task. Additionally, Home-School Connections Newsletters will be purchased for ESL parents to provide tips and ideas to extend the learning at home.	Admin CIS Interventionist ELL Teacher	Special Program teachers will increase achievement and show growth on campus, district, and state assessments--MAP, CIRCLE, and STAAR through progress monitoring.	November 	The baseline has been set by the BOY Map data. Student participation and discourse has increased.
			January 	Collaborative teaching situations have increased for 2 grade levels. Instructional strategies shared along with instructional supplies with the teacher for their students. Small group instruction is happening as well.
			March 	The ESL teacher continued to work with the students both collaboratively with the classroom teacher and in a few small groups. During COVID-19, Mrs. Torres continued to meet with the grade level teachers via video conference or conference call and create packets for the students based on their individual needs, email parents and contact via phone.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	The ESL teacher will continue to support students with their specific needs as well as provide resources for home. Due to possible COVID-19 changes, she will also pull groups to help minimize class size during the day.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
11) The staff at Brookhaven will utilize the RtI process to identify struggling students in need of intervention during Bronco Time (intervention block).	All Staff	<p>A documented decrease in the number of students who qualify for Tier 3 interventions.</p> <p>A documented decrease in the number of grade level failures.</p>	November 	The number of failures the first nine weeks was least than this time last school year.
			January 	Student growth and progress is seen from RtI students to include growth on the MOY MAP assessment.
			March 	Staff will continue to document in the current students SSP. Students are continuing with Imagine Learning as their intervention, as well as SuccessMaker for some.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will continue next year. See specific information in Objective 7.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
12) The master schedule will detail specific times set aside for grade level planning, PLCs, intervention block, and subject-specific instructional time.	Admin All Staff	Walk-through data that indicates schedules are being followed and the teachers are consistent with instructional focus.	November 	Walk-through data shows a cohesive team as they are teaching the same subjects at the same time along with covering the same content at the same time.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will continue. Due to school closures as the result of COVID-19, the master schedule will be adjusted to increase the amount of time for interventions from one hour to one and a half hours with 30 minutes of it being embedded in the math and ELAR blocks. In addition, the schedule will continue to have grade level unified blocks of instruction.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
13) Teachers will plan for and provide learning experiences for students through the Gradual Release Model to include using technology, hands-on activities, and real-life objects based on review of common formative/summative assessment data.	Admin CIS Teachers	Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.	November 	CUA data has improved due to increased teacher clarity of the content with the backward design and teacher efficacy.
			January 	Instructional rounds revealed the GRR is utilized in instruction for over 85% of the classrooms. More work for clarity needs to be done regarding the difference between Focused and Guided Instruction.
			March 	This continued through the 3rd nine weeks. During COVID-19, the teachers sent out daily schedules for the parents to help with the pacing of the information being sent home,
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will continue next school year. Increased fidelity and design driven from formative/summative assessment data will be the focus.
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>				





Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.


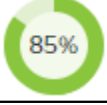


Performance Objective 2: By the end of the 2019-2020 school year, 75% of all 3rd grade - 5th grade students will meet the achievement standard (Domain 1) on STAAR Reading. By the end of the 2019-2020 school year, 75% of the 4th -5th grade students will achieve 1 year growth as measured by MAP Reading and STAAR.





Evaluation Data Source(s) 2: Curriculum Unit Assessments, district universal screeners, and STAAR results.





Summative Evaluation 2: Significant progress made toward meeting Performance Objective





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Teachers will receive Professional Development at the beginning of the year for Next Generation Balanced Literacy in conjunction with the GRR Framework in order to increase the rigor and student discourse along with specific stations. This will include modeling and hands-on activities to include make and take for immediate implementation in the classrooms.	All staff	Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.	November 	Professional Development gave a deeper understanding of the new CFA 2.0 Lesson Plan and the GRR Framework. It increased Teacher Clarity and Teacher Efficacy which has shown student improvement on Formative and Summative assessments.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Additional PD will be given next year in anticipation of intensive gaps due to COVID-19 school closures. They will both be revisited with an emphasis on intense instruction in chunks that spirals the learning and implement both with fidelity and with high-impact strategies. STAAR testing and EOY MAP & CIRCLE were not done due to COVID-19 school closures.

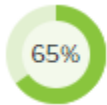



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Next Generation Balanced Literacy will be used within the GRR Framework daily and consistently with fidelity starting at the beginning of the year. This includes Guided Reading using a GRR reading lesson, derived from the CFA 2.0 design process being taught daily in grades K-5 to reach the needs of all student populations. Guided reading will be more skills-based in the intermediate grades. Reading Eggs and Education Galaxy will be purchased as additional intervention and research-based tools that assist in closing gaps both at home and at school.	All teachers teaching ELAR CIS Admin team	Classroom evidence of balanced literacy implementation as documented through walkthroughs and TTESS. Improved student achievement in Reading as measured by MAP, State STAAR test and formative/summative common assessments.	November 	The components and processes within the Next Generation Balanced Literacy are being implemented and continuously improved upon. Walk-throughs are showing more specific Guided Reading instruction and planning using the CFA 2.0 backward design framework.
			January 	Instructional Rounds shows the GRR Framework being used consistently throughout the building, as well as walk-through data and lesson plans. CFA 2.0 is evident as well in the consistent performance on the CUA's putting us in the 1st and 2nd Quartile for most of the assessments. MOY MAP data is also showing growth.
			March 	The CUA data continued to be in the 1st and 2nd Quartile in the district due to the collaborative planning, teacher clarity and the use of the CFA 2.0 design for planning. Collaboration is continuing during COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	CFA 2.0 will be revisited and specific research based strategies identified to design lessons driven to close gaps caused by school closures. STAAR testing and EOY MAP & CIRCLE were not done due to COVID-19 school closures.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Professional Development will be done at the beginning of the year and through after-school sessions on Next Generation Balanced Literacy and the Lead4Ward Learning Series on planning, intervention and the power of process standards. The CFA 2.0 Process will be embedded in this learning.	Admin CIS Teachers Interventionist	Student growth and progress on unit common assessments, district assesments, and STAAR Reading.	November 	CUA data reveals student growth and increase in understanding the first time around. The data is analyzed and used to drive instruction.
			January 	The Professional learning is seen implemented in the classroom as evidenced in walk-throughs and coaching walks. CUA data is collectively discussed in grade level planning and PLC.
			March 	Due to COVID-19, the Professional Development is geared towards the "right now" needs of the students and parents with the online learning.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Additional PD will be provided during and after-school for Next Generation Balanced Literacy as well as Lead4Ward to ensure the continued work with intensive reading intervention in anticipation of gaps. Progress was made towards the goal; however, due to COVID-19 STAAR testing was not done.


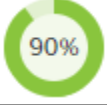


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 4) Additional Targeted Support will be provided to all students, including African American, students of Two or More Races and the SPED populations by implementing The Comprehension at the Core Toolkit at least once a week using non-fiction Science lessons (cross-curricular) at the beginning of the year. This will increase the academic achievement status of students meeting grade level standard in reading through the exposure to non-fiction text while increasing metacognitive thinking and student discourse.	Teachers Interventionist CIS Admin	Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.	November 	Walk-through data and lesson plan reviews show the Tool Kit lessons being used in instruction..
			January 	Science and Toolkit lessons are embedded in their lesson plans. The Toolkit lessons have been observed more often as the teachers have become more comfortable with it. Science lessons have been incorporated with reading more. In addition, there has been
			March 	Due to COVID-19, the toolkit is not being used. The district focus is Math and Reading with some science and social studies embedded using online learning.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	The Toolkit will continue to be utilized, but it will not only focus on Science content. STAAR testing and EOY MAP & CIRCLE were not done due to COVID-19 school closures.

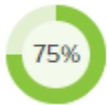



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) PD will be provided on running records to ensure efficient implementation and comprehension. Running records will be done and analyzed biweekly in 1st - 5th grade with struggling students (PK and Kinder will begin in January with readers). The data will be used to identify Guided Reading groups and design specific lessons and stations.	Teacher Interventionist	Increase fluency and comprehension based on mini-assessments, common unit and district assessments and STAAR.	November 	No Review. This has not been scheduled yet.
			January 	This has been scheduled using our Pineapple Chart for teachers to sign up to go and see Running Records in action in the classroom from their peers.
			March 	Due to COVID-19, this will not be done this year.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will continue; however, it will be quarterly for 3rd-5th grade and remain biweekly for 1st and 2nd grade for the identified struggling readers. STAAR testing and EOY MAP & CIRCLE were not done due to COVID-19 school closures.


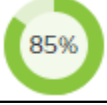


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
TEA Priorities Build a foundation of reading and math 6) Systematic and continuous monitoring will be implemented through walk-throughs and PLC to ensure that instructional materials align with the standards, the curriculum, research-based practices, high level authentic student work that includes components of balanced literacy, Tool Kit lessons, use of performance indicators and TRS unit assessments.	Admin team CIS all Team members	Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring. Instructional Rounds data (campus and district), as well as walk-through data will show 100% target/task alignment, an increase in product-based collaborative learning, and a minimum of a 25% increase in student discourse	November 	Walk-through observations and lesson plan reviews are being done to ensure target/task alignment, rigorous task, and balanced literacy.. CUA's have shown growth compared to this time last year.
			January 	Walk-throughs and informal observations continue, as well as coaching walks. Instructional Rounds revealed 28% target and task misalignment. This has been addressed with a target of 0% misaligned by Spring Instructional Rounds
			March 	Due to COVID-19, we are not in school and are unable to do walk-throughs. The monitoring is done through spreadsheet documentation showing monitoring and action steps for each student.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will continue with more consistency and frequency. Due to COVID-19 school closures, the STAAR Assessment and EOY MAP & CIRCLE Assessments were not done.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>7) The librarian will plan and provide lessons in the library based on grade level or class academic needs.</p> <p>The librarian will facilitate and foster the love of reading across genres and content areas by implementing a reading program such as AR.</p> <p>Incentives will be purchased for students. They will have the opportunity to purchase items quarterly based on the number of points they have earned through reading and testing.</p>	Admin Librarian	Student growth and progress on common unit assessments and benchmark assessments.	November	AR has been purchased to start a reading program with incentives.
				
			January	Accelerated Reader has been initiated and students have begun testing which leads to reading more. Lessons in the library continue to link with the classroom curriculum. In addition, the Maker-Space lab is opening as well to further enhance problem-solving and creative thinking.
				
			March	During COVID-19, the librarian has released testing ability for Accelerated Reading. All families have been emailed with information on access and encouraged to read and test. MyOn is also available.
				
Summative Evaluation				
Month	Notes & Next Steps Recommendations			
June	An AR kickoff will be at the beginning of the year with goals set for every grade level. In addition, in anticipation of gaps due to school closures, library lessons will connect with the learning in the classroom (or virtually).			
				





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 8) The ELL teacher will work collaboratively with grade level team members to plan lessons that focus on modifying high leverage TEKS to teach reading. These teachers will review assessment data collaboratively, use research-based strategies such as guided reading and word study to teach students struggling in reading. Imagine Learning will also be used as an additional research-based tool to practice skills and close gaps.	ELL Teacher SPED teachers Classroom teacher Parent Liason	Increased collaboration between the ELL, SPED, and classroom teachers will result in the following: Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.	November 	Collaboration has increased between the ELL teacher and the classroom teacher with instructional strategies to embed in lessons and station activities. More work is needed in regards to planning.
			January 	Various instructional strategies and supplies have been shared with the teachers by the ELL teacher. There has also been some collaboration between the ESL teacher on campus with the teachers who are ELL certified to strengthen their toolbox.
			March 	The collaborative planning continued through the 3rd nine weeks and through the COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal; however, COVID-19 Pandemic caused school closures. We will continue to have the ESL teacher work in conjunction with and collaboratively to address intensive reading intervention in anticipation of gaps. STAAR testing and EOY MAP & CIRCLE were not done due to COVID-19 school closures.



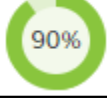





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 9) Interventionists will collaborate with classroom teachers to ensure teacher clarity, review student assessments, identify teaching strategies to improve student achievement in reading, model Next Generation Balanced Literacy and plan collaboratively with the grade level teams to ensure all components of Balanced Literacy are implemented. Additional Targeted Support will be provided to all students including African American, students of Two or more races, and SPED students by the Interventionist in conjunction with the classroom teachers in order to increase the academic achievement status of students meeting grade level standard in reading.	Classroom teachers CIS ELL teacher Interventionist Administration	There will be increased collaboration between the Title 1 teachers, ESL teacher and grade level team members as evidenced by an increase in individual student reading levels based on the MAP.	November 	Title 1 teachers are a part of the grade level PLC with the most need and visit with the other grade levels during planning.
			January 	The Title 1 teachers continue to be a part of PLC and have modeled Guided Reading and Guided Math in the classrooms in addition to meeting with small groups during intervention.
			March 	The Title 1 teachers continue to collaborate with the grade levels and are a part of their grade level video conferences to assist with strategies to aide in at home and online learning.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will continue. They will be used to work with small groups to target the gaps in specified grade levels. Progress was made toward the goal; however, due to COVID-19 school closures EOY MAP testing was not done.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 10) A Temp employee will be hired to work with students in small groups focusing on reading skills that students are lacking. The Temp employee will work collaboratively with classroom teachers on the CFA 2.0 planning process, implementing the GRR framework, sharing teaching strategies, reviewing common formative/summative assessment data, and implementing research based strategies to meet individual students' academic needs. Additional Targeted Support will be provided to All Students including African American, students of Two or More Races, and SPED students in order to increase academic achievement status of students meeting grade level standard in reading.	Temp employees	Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.	November	Mrs. Lethco works with small groups and some growth has been noted in reading as evidenced on formative and summative assessments.
	CIS			
	Admin team			
	Classroom teachers		January	Mrs. Lethco is fully implemented onto the campus meeting with intervention groups and collaborating with the teachers. Growth has been shown on the MOY reading data for many of the students she is serving.
				
			March	
				
Summative Evaluation				
			Month	Notes & Next Steps Recommendations
			June	Due to gaps anticipated because of COVID-19 school closures, additional Temp Employees will be hired to support additional, intense small groups. STAAR testing and EOY MAP & CIRCLE were not done due to COVID-19 school closures.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
11) Fountas & Pinnell assessments will be utilized in grades K-3 to form guided reading groups and in 4th and 5th grade according to the district requirements based on the Universal Screenings Schedule.	Admin Teachers CIS	Student Achievement and growth as measured by increase in F&P reading levels, CUAs, MAP and STAAR through progress monitoring.	November 	First round of F&P Assessments were completed and used as a baseline.
			January 	The MOY F & P assessments are being completed both by interventionist and the teachers. The data from the assessments are being used to drive reading interventions. Most of the students have shown growth.
			March 	The assessments were used throughout the 3rd nine weeks. During COVID-19, the assessments are no longer being used.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Additional PD will be provided to extend the use of the products to address the anticipated gaps in reading due to COVID-19 school closures. STAAR testing and EOY MAP & CIRCLE were not done due to COVID-19 school closures.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>12) F&P assessments will be administered to new students immediately upon enrollment to identify struggling readers.</p> <p>Specific interventions will then be identified and research-based resources will be used such as, but not limited to, the LLI Kit during Bronco Time.</p>	Admin CIS Teachers	Students will receive specific interventions in a timely manner which will enable student growth as measured on assessments such as the F&P, MAP, CUA, and STAAR.	November 	This has not been done with fidelity.
			January 	This continues. There have been a few students that were missed initially, but have been since tested. Steps have been put in place to ensure new students are assessed immediately.
			March 	Prior to COVID-19, we assessed all new students coming in which enabled us to begin interventions immediately. New students now are registered online and completing online learning.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	An initial benchmark will also be done at the beginning of school to identified student levels after COVID-19 school closures. STAAR testing was not done due to COVID-19. In addition, school closures prevented the EOY MAP and CIRCLE data.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
13) The Bridge Days will be used to reteach skills identified from the data-analysis and to meet with students in skills-based guided reading groups.	Admin CIS Teacher	Student growth and progress on common unit assessments and benchmark assessments.	November 	The CUA data is increased after reteach and the students redo the test. More work needs to be done with fidelity using the Bridge days.
			January 	The Bridge days continue to be utilized. In conjunction with the reteach lessons, the students are identifying the reasons for their incorrect responses--error in procedure, mistake, rushing and didn't read. Then they are also analyzing each response--Why the incorrect answers are incorrect and why the correct response is correct.
			March 	Prior to COVID-19, the bridge days helped many students improve their grades. Their percentage increased between the initial assessment and the redo after reteach.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will continue to drive instruction and identify small groups.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
14) The ELL teacher in collaboration with the parent liaison will contact parents, meet with them, and provide strategies and materials they can use at home to assist their student.	Admin Counselors Parent contact ESL Teacher CIS	Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.	November 	Initial contact has been made with the parents and some activities have been sent home for extra assistance.
			January 	Parent meeting nights have been planned prior to testing to inform the parents about the testing and to provide them with strategies used to assist their children practicing at home.
			March 	This has increased tremendously with the closure of school. Packets have been sent home to work on specific goals while also equipping parents with a Homework Dictionary book for them to use showing strategies on how to break down skills.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Additional sessions will be made available for the parents to model strategies and tools that can be used at home to include modeled lessons. Progress was made towards the goal; however, due to COVID-19 STAAR testing was not done. In addition, school closures prevented the EOY MAP and CIRCLE data.
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>				


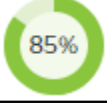


Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.





Performance Objective 3: By the end of 2019-2020 school year, 70% of 5th grade students will meet the achievement standard (Domain 1) on STAAR Science.


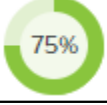


Evaluation Data Source(s) 3: Curriculum Unit Assessments, district Universal Screeners, and the state science STAAR test.


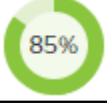


Summative Evaluation 3: Significant progress made toward meeting Performance Objective

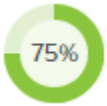



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy 1) Science will be taught every day in every grade level. The instruction will include a minimum of 1 hands-on science experiment based on grade level TEKS each week. It will be supported by small group instruction (Guided Science groups), vocabulary development and written responses of understanding using additional resources such as Science Weekly to further enhance comprehension for all students, but especially ESL, SPED, and the African American subgroup. A Science Interactive Vocabulary Word Wall will also be created for 3rd-5th grade as an additional support for vocabulary development.	Admin CIS Teachers SPED Teachers ESL Teacher Interventionist	Student growth and progress as measured on common unit assessments, projects, formative assessment and STAAR Science	November 	There has been some inconsistency in the hands-on Science.
			January 	Hands-on Science has been increased to include more outside explorations to bring the real-world back into the classroom. The students have also been engaged in small group Science Instruction.
			March 	This was done during the 3rd nine weeks. The Science CUA data for 5th grade remained in the 1st and 2nd Quartile as well as 85% of them being at Average and above on MAP. During COVID-19, science is not a part of the continued learning focus.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Science will continue to be taught everyday and will be embedded with Reading instruction as well. Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Science Assessment was not administered.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
TEA Priorities Build a foundation of reading and math 2) StemScopes & GIZMO(Grades 4th-5th) and Science Weekly (grades 3-5) will be purchased as additional tools to strengthen comprehension of the science TEKS for both the teachers and the students. Materials will be purchased to support the StemScopes activities and hands-on experiences.	Admin CIS Teachers Interventionist	Students will be able to make connections from lab to classroom instruction, including vocabulary. Improvement on common unit assessments, formative assessments, and the 5th Grade STAAR Science.	November 	Both programs have been purchased and students have their login information.
			January 	Science Weekly has not been purchased as we still have copies on campus. Stem Scopes and GIZMO are being used by the students and has enabled the students to grasp a deeper understanding of the content.
			March 	Due to COVID-19, the online programs designated by the district are only Imagine Learning and ST Math.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP and CUAs; however, due to COVID-19 school closures the STAAR Science Assessment was not administered. StemScopes will continue as the program is cost effective and uses research-based strategies and tools that address all areas of Science.

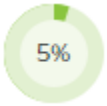



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>3) Grades PK-5 will use hands-on science investigations to enhance/ relate science concepts to the real world.</p> <p>Connections will be made to classroom instruction and the real-world which will deepen the learning for all students to include ESL students, SPED students, and the African-American subgroup.</p>	<p>Classroom Teachers CIS Interventionist SPED Teachers</p>	<p>Student Science Journals should show evidence of discovery process and scientific method, including purpose, tools, and conclusion</p> <p>Students will be able to make connections from lab to classroom instruction, including vocabulary.</p> <p>Improvement on common unit assessments, formative assessments, and the 5th Grade STAAR Science.</p>	<p>November</p> 	Science journals have reference tools and strategies. The mini projects showed evidence of an understanding of the Scientific Method.
			<p>January</p> 	
			<p>March</p> 	The hands on investigations deepened the understanding of the skills that were taught. The CUA test scores continued to improve. After the 3rd nine weeks, due to COVID-19 this strategy ceased.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Science Assessment was not administered. The investigations will need to be more frequent and consistent.









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) The administration team to include the CIS and Interventionist will do Science specific walk-throughs once a month with specific focus on experiment implementation and hands-on instruction with the use of academic vocabulary. Immediate feedback will be given.	Admin CIS Interventionist	Improvement on common unit assessments, formative assessments, and the 5th Grade STAAR Science.	November 	The walk-through data and lesson plans show academic vocabulary instruction, but the hands-on is not consistent.
			January 	The hands-on experiments/activities are done with more fidelity to include the use of academic vocabulary as evidenced by walk-through documentation, CUA data and the growth on the MOY MAP Scores.
			March 	The fidelity of hands-on experiments and activities continued during the 3rd nine weeks as evidenced by the walk-throughs and student achievement. This is discontinued now since Spring Break due to COVID-19
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Science Assessment was not administered. The walk-throughs will give more specific feedback.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
5) Students will complete a mini science project at the end of each nine weeks based on the 4 reporting categories. One nine weeks will focus on Matter & Energy. The next will focus on Force , Motion, and Energy. The other will focus on Earth & Space. The last will focus on Organisms and Environments. This will help to culminate and deepen the learning throughout the grade levels.	All staff	Student growth and progress as measured by common unit assessments, formative assessments, and STAAR Science.	November 	The students were highly successful on the mini-projects with evidence of understanding the Scientific Method process and a deep understanding of the Properties of Matter.
			January 	The students are beginning their 3rd mini-project this nine weeks which will involve cross-curricular concepts and technology. The students remain engaged in the process and the learning.
			March 	The 3rd nine weeks project was cross-curricular to include all the core subjects embedded within the Science Project. There will be no 4th nine weeks Science Fair/final project due to COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Science Assessment was not administered. Some of the projects will be cross-curriculum and collective (groups).

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) Students will create interactive notebooks throughout the year. The students will use the interactive notebooks for recording and analyzing data. Students will use the interactive notebooks as a tool to enhance vocabulary and knowledge of targeted topics.	Admin CIS Teachers	Student growth and progress as measured on common unit assessments, projects, formative assessments, and STAAR Science.	November 	Interactive notebooks have been started and used continuously with instruction.
			January 	The interactive notebooks are being used in every grade level. The students use it as a reference tool to increase independence in the learning.
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Science Assessment was not administered.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
7) Family Science night will provide hands-on experiences for students and parents that are aligned to grade level expectations. These experiences will help reinforce student understanding of the concepts. Parents will leave with tips on how to assist their child at home for extended practice. Supplies and materials will be purchased.	Admin Teachers	Student growth and progress as measured on common unit assessments, projects, formative assessments, and STAAR Science Family Participation	November 	This was a success. The students were able to complete the task with ease and were able to explain the process and content to their parents.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Science Assessment was not administered.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
8) Brookhaven students (1st-5th) will participate in a Science Fair. They will use the Scientific Method to design an experiment and presentation based on one of the four reporting categories.	Admin CIS Teachers	Student growth and progress as measured on common unit assessments, projects, formative assessments and STAAR Science Family Participation	November 	Second Semester
			January 	Materials have begun to be purchased and packets are being made to go home to give parents the information, rubrics, and a list of ideas.
			March 	Canceled due to COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal due to COVID-19 school closures the STAAR Science Assessment was not administered.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
9) Comprehension at the Core Toolkit lessons will be embedded during Reading as well as Science at least once a week using non-fiction text to deepen the understanding and make real-world connections with the content.	Teachers CIS Interventionist	Student growth and progress as measured on common unit assessments (formative and summative) and STAAR Science.	November 	This has begun and the students are learning to think at deeper level and are making connections with the content. Some growth has been noted on the formative and summative assessments.
			January 	There has been a decline of incorporating the Toolkit, but it has been revisited to include the once a week expectation.
			March 	Discontinued due to COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Science Assessment was not administered.
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>				





Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.





Performance Objective 4: By the end of 2019-2020 school year, 70% of 4th grade students will meet the achievement standard (Domain I) on the STAAR Writing.





Evaluation Data Source(s) 4: Curriculum Unit Assessments and the state writing STAAR test.


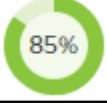


Summative Evaluation 4: Some progress made toward meeting Performance Objective





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) The administration team to include the CIS and Interventionist along with the fourth grade team will analyze STAAR data and identify the common errors and questioning styles to drive instruction.	Admin CIS Teachers Interventionist	Improve writing, revising, and editing as evidenced by end of unit common assessments (Formative and/or Summative) and the 4th Grade STAAR Writing.	November 	CUA data review done and continuously identifying areas of strength and weaknesses. Collaboration in grade level planning and through PLC identify specific teaching strategies and tools to address weak areas.
			January 	CUA data continues to be monitored using the CUA Data Tool and the Lead4Ward report. This will be utilized after our Benchmark assessment as well.
			March 	The STAAR was analyzed to develop questions and the Benchmark assessment was broken down with groups identified for intensive small group intervention.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Science Assessment was not administered. Additional resources will need to be purchased to specifically address editing and revision separately.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>2) The teachers will receive continued professional development through PLC, grade level planning, and staff meetings on Writer's Workshop in grades K-5 while beginning to incorporate within Balanced Writing and implementation with fidelity and consistency.</p> <p>Kindergarten teachers will model and share revising and editing. First and 2nd grade students will revise and edit sentences. Grades 2-5 will implement a revising and editing curriculum such as Write for Texas.</p>	Teachers CIS Interventionist Admin	Improved writing, revising and editing as evidenced by end of unit common formative and summative assessments and the STAAR Writing assessment in 4th grade.	November 	Not enough data collected yet to honestly review.
			January 	Empowering Writers is embedded in lessons across the curriculum. Writer's Workshop continues to strengthen but it is not fully grasped by all yet.
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Science Assessment was not administered. Additional resources will be purchased to practice grade level skills ---The Writing workbook for our adoption.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>3) Fourth grade teachers will meet during PLC and grade level planning to collaboratively review student work, student progress towards learning goals and results of assessments in writing, editing and revising.</p> <p>Specific interventions and engaging activities will be designed based on the collected data and specific needs of each student.</p>	Admin 4th grade teachers CIS Interventionist	Student Achievement and growth should increase as measured by the 4th grade STAAR Writing and through progress monitoring.	November 	The CUA data is inconsistent, but specific areas are being identified and targeted.
			January 	Additional Revising and Editing task have been implemented for extra practice based on the informal and CUA assessments.
			March 	Think Up! was purchased for 4th grade Writing to add specified Revision and Editing practice. During COVID-19 mini assignments are being sent home for continued practice during the school closure.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	PLC continued throughout the closure and even though reading and math were the focus of virtual learning, mini writing lessons and task were sent home with the packets. Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Writing Assessment was not administered.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy 4) Revising and Editing practice will be spiraled daily through morning work, warm-ups, and through purchased supplies such as Kamico and Lone Star practice test. In addition, authentic reading passages will also be used (retyped with specific, purposeful errors embedded within in them). This will begin In October. Interactive notebooks/journals will be used in every classroom to facilitate spiraling and for writing integration across content areas. Additional Targeted Support will be provided by the teacher, interventionist and instructional aides pushing in during Bronco Time (interventions) to all students including the African American, students of Two or More Races, and SPED student populations to increase the academic achievement status of students meeting grade level standard in Writing.	Grade level team members Admin staff CIS	Improved writing as evidenced by end of unit common formative and/or summative assessments and the 4th Grade STAAR Writing.	November 	The students in the lower grade levels are developing complete sentences and starting to construct paragraphs. We have not began using their reading passages as a tool for revision and editing practice.
			January 	Some reading passages have been implemented along with more DOL practices to close the gaps in relation to the proper identification of parts of speech and complete sentences.
			March 	Morning work spirals the revision and editing skills during the 3rd nine weeks. During COVID-19, mini lessons are sent home in conjunction with the online continued learning.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Science Assessment was not administered. Writing practice was sent home through the COVID-19 school closure. Students were also encouraged to remain engaged in writing in all grade levels through the use of Staff Bitmojis sent home like "Flat Stanley".





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>5) All classroom teachers will use the Next Generation Balanced Literacy approach with the new RLA through the GRR Framework that includes a strong emphasis on Guided Reading with writing and phonics embedded to include writing daily across the curriculum and Word Study utilizing the CFA 2.0 Lesson Design Process during PLC and Grade Level Planning.</p> <p>Fountas and Pinnell's Guided Reading & Writing will be utilized as a part of lesson planning.</p>	Teachers CIS Interventionist	Students will be able to write sentences/paragraphs using conventions correctly, word choice, etc as evidenced by writing scores of at least 75 or higher for at least 70 percent of the students in each grade level on common assessments and formative assessments.	November 	Based on the CUA 35% of the students are at the Meets level in 2nd-5th grade. There is 63% of the students at the Approaches level.
			January 	All of the grade levels, except 5th grade have 67% of their students at the Meets level in grades 2-5 on the last CUA assessment. Each assessment has shown improvement.
			March 	The improvement continued except in 1st grade and one group in 5th grade. After Spring Break, RAZ Kids is being used to continue Language learning with the online continued learning during COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the Writing benchmark assessment. Next Generation Balanced Literacy in conjunction with CFA 2.0 and the GRR Framework will continue with an even closer focus on Word Study.

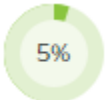



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) Teachers will implement and use Empowering Writers' strategies across all subject areas as a part of the lesson to improve classroom instructional practices in writing.	K-5 Teachers CIS	4th grade students will demonstrate proficiency in writing on all common formative and/or summative assessments and the STAAR test. K-5 students will show growth and progress as evidenced by common unit assessments.	November 	The CUA data shows 61% of the students at the Approaches level, but more work is needed as only 35% are at the Meets level in 2nd - 5th grade.
			January 	It is used and embedded cross-curricular with fidelity except in 5th grade. The 5th grade teacher has since used the Pineapple Chart to see it modeled in a classroom. In addition, she has sat with the 4th and 3rd grade planning to see how to implement into grade level plans.
			March 	Continued progress during the 3rd nine weeks. Discontinued due to COVID-19 after Spring Break.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Writing Assessment was not administered. Additional PD will be implemented in utilizing Empowering Writers and the supplemental materials.









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
7) All PreK- 2nd grade classroom teachers will incorporate the usage of a word wall to encourage students to label items in their writing journals or in their drawings, as well as to strengthen their word development and vocabulary.	PK-2nd Teachers CIS Admin	Students will show in increase in growth on the MAP & CIRCLE assessment in the Phonological Awareness and Vocabulary Development section.	November 	This is evident in all of the classrooms (PK - 1st) with the exception of 2nd grade as evidenced through walk-throughs.
			January 	This has been put in place and continues to be enhanced and utilized in stations and during instruction.
			March 	The Word Walls boosted writing during the 3rd nine weeks. It is discontinued after COVID-19 as the students are engaged in online learning.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Some growth and progress was noted as evidenced by the BOY and MOY MAP and CIRCLE data. Word Walls will continue to be utilized with additional station activities and collaborative group task.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
8) Every 9 weeks, teachers will submit a high, middle, and low level student sample to review collectively. The data will be used to identify gaps and additional instruction, review, and interventions. The samples should be products from Writer's Workshop/writing through the process without prompts.	Admin CIS Teachers	Improved writing, revising and editing as evidenced by end of unit common assessments and the 4th grade STAAR Writing.	November 	This strategy is not needed as writing strategies already address the writing component as well as the CUA
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will be revisited and addressed in a different way next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>9) Students will be expected to write 1-5 sentence(s) responses reflective of the standard of grammatical conventions for their grade level daily.</p> <p>Next Generation Balanced Writing will be introduced to staff in PLC beginning the 2nd Semester.</p>	Teachers Admin CIS	Improved writing, revising, and editing as evidenced by end of unit common formative and/or summative assessments and the STAAR writing test in grade four.	November 	Students are writing more, but the data does not reflect all of the grade levels on the mark.
			January 	Most of the grade levels have increased their writing and incorporated it across the curricular.
			March 	The increased continued during the 3rd nine weeks. During the COVID-19, teh writing is embedded in the open ended reading questions.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Writing Assessment was not administered.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
10) The admin team including the CIS and Interventionist will do writing specific walk-throughs once a month with specific focus on the components of Writer's Workshop (as taught and modeled during PLC) and revising and editing. Immediate feedback will be given as well as the data collected being used to drive further Professional Development.			November 	More walk-through data needs to be collected for writing.
			January 	Specific planning needs to be put in place to observe writing. It was hit and miss the last nine weeks.
			March 	Due to COVID-19 and school closure, walk-throughs cannot be done.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	The walk-throughs will continue with more specific feedback and additional PD as identified.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>11) Brookhaven will implement a Young Authors Day where students will have the opportunity to share their writings/book with other students and staff at the end of the year based on writings from the implementation of Writer's Workshop.</p> <p>Additionally, each nine weeks students will be selected to participate in an Author's Tea where they will share their writing with parents and invited members of the community.</p>	Admin CIS Teachers Instructional Aides	Improved writing, revising and editing as evidenced by end of unit common assessments (formative and summative) and the 4th grade STAAR Writing.	November 	Second Semester this will begin.
			January 	This is in the beginning stage--sending out the information to teachers with expectations. Rubrics will be designed by grade levels.
			March 	Discontinued due to school closure.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	No progress was made towards this goal beyond the initial stages. Next year it will begin the 2nd nine weeks.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
12) Reteach will be done targeting specific skills identified after CUA data analysis to be addressed during Bridge days in 4th grade.			November 	This is done during Writing small group instruction.
			January 	The Bridge days have proven vital. The CUA's have been used to identify specific areas on need to be addressed in interventions and stations.
			March 	An increase in the performance on the CUAs. The gaps continued to be closed immediately for most.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will be continued.
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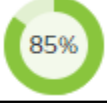

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.





Performance Objective 5: By the end of the 2019-2020 school year, 88% of all 3rd - 5th graders will meet the achievement standard (Domain 1) on STAAR Math. By the end of the 2018-2019 school year, 80% of the 4th - 5th grade students will achieve 1 year growth as measured by MAP Math and STAAR.


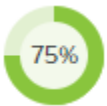
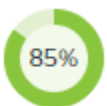

Evaluation Data Source(s) 5: End of unit formative and summative assessments, district Universal Screeners (MAP & CIRCLE), and the state STAAR assessment.





Summative Evaluation 5: Significant progress made toward meeting Performance Objective

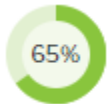

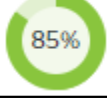

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>1) Brookhaven staff will receive professional development on Guided Math at the beginning of the year that will provide the staff with strategies and tools to reach struggling students immediately, maximizing instructional time, while still challenging the other students in the classroom appropriately-- differentiation.</p> <p>This learning will continue throughout the year through PLC and Staff development.</p>			November 	This Professional Development was completed and the teachers left with hands-on instructional strategies and resources to help create rigorous task for stations and Guided Math.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Science Assessment was not administered. Additional PD is necessary to help the teachers build a toolbox of station task linked to specific concepts and skills. The PD would include creating true collaborative task.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy 2) Additional Targeted Support will be provided to All Students including African American, Pacific Islander, students of Two or More Races, and Economically Disadvantaged students in order to increase the academic achievement status of students meeting grade level standard in math by implementing Guided math to provide specific and purposeful small group instruction based on the last assessment as well as students identified while noticing from the current learning to enhance the core instruction. The Do the Math kits and Education Galaxy will also be utilized with RtI students as identified to help build the foundation and link the skills.	CIS Teachers Interventionist Admin	Students will show growth and progress on common unit assessments (formative and summative), MAP, CIRCLE, and STAAR.	November	Evident based on Walk-through data and lesson plan review, but it has not become consistent. More work needed on specific strategies.
			 70%	
			January	Guided Math has been implemented well. The Pineapple chart has been used to give teachers the opportunity to see how to facilitate it in their rooms. In addition, appropriate stations were reviewed in PLC along with the purpose.
			 85%	
			March	The Guided Math strengthened during the 3rd nine weeks. It is continued during COVID-19, but in an alternative way--through Zoom sessions and recorded modeled lessons.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Math Assessment and EOY MAP & CIRCLE data was not administered. Additional PLC and PD is needed in 5th grade to strengthen and close more foundational gaps.









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>3) Teachers will follow the TEKS Resource System and will utilize strategies from Math Misconceptions, Comprehending Math and Investigations in daily lessons. This will apply to all students to include ELL, Special Education, 504, G/T, and At-Risk.</p> <p>This will include incorporating aligned math vocabulary from the TEKS based on the grade level curriculum and problem solving into daily lessons.</p> <p>The TRS resources will be studied and used along with the Enhanced Document to ensure teacher clarity and alignment.</p>	Teachers Admin CIS	Student progress Monitoring through common unit assessments, MAP assessments, CIRCLE and STAAR.	November 	More of the tools are being used to include Pearson and the Enhanced Document in the TRS.
			January 	Teachers are using Pearson, the Enhancement Document, Math Investigations, and Math Misconceptions with fidelity. This includes using manipulatives to enhance the learning.
			March 	Due to COVID-19, school is closed and new resources are being used to promote online learning.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Science Assessment was not administered. The resources will continue to be used and implemented in the lesson design. There is a need for increased fidelity

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) The Problem-Solver will be implemented in every grade level as a part of direction instruction at least once a week, but should be spiraled daily. Problem-Solving strategies will be utilized and modeled with real-world connections daily.	Admin Teachers CIS	A continuous improvement in the application of skills as evidenced by grades improving weekly to ultimately having 75%-80% of all students successfully solving word problems.	November 	Additional resources have been purchased to assist with this extra practice--AIMS Problem-Solvers.
			January 	Problem-Solving remains a struggle, but it is being done with more fidelity. Additional resources are being purchased to deepen the understanding and strengthen problem-solving.
			March 	AIMS Problem-Solver was purchased to add engaging resources to practice the problem-solving skills.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Additional PD will be implemented on Problem-Solving and utilizing Problem-solving strategies and graphic organizers.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Additional Targeted Support Strategy 5) Additional Targeted Support will be provided to All Students including African American, students of Two or More Races, and SPED students in order to increase the academic achievement status of students meeting grade level standard in math by incorporating hands-on activities and the use of manipulatives in the lesson design to offer a visual for students to make a deeper connection.	Teachers Admin CIS	Students will show growth and progress on common unit assessments (formative & summative), MAP and CIRCLE assessments and STAAR.	November 	Hands-on manipulatives are being used as evidence through walk-throughs.
			January 	The hands-on manipulatives continue to be used in conjunction with the learning. The students have been able to visual the concept and move from the concrete to the abstract.
			March 	This continued through the 3rd nine weeks and the students began making connections with the skills. During COVID-19, hands-on strategies are being sent home for the students to incorporate hands-on in the real-world environment.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Math Assessment and EOY MAP & CIRCLE was not administered. This will continue to be a focus next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) Spiraling will be done daily and consistently based on content that has already been taught. It can be done through morning work or Warm-ups prior to math instruction. The spiraling will be reviewed with various strategies being modeled.	Teacher CIS Interventionist	Students will show an increase in retention of the content as evidenced by increased numbers of students passing common assessments and STAAR as well as an increase of students on grade level on the EOY MAP and CIRCLE assessment.	November 	The PLC conversation reveals students retaining the information and being able to transfer the skills. The CUA data has not been consistent,
			January 	The CUA data continues to show growth with the testing remaining in the 1st and 2nd grade level for most grade levels. 5th grade is behind and more spiraling and interventions need to be done. We have switched to all small group instruction in 5th.
			March 	Spiraling done throughout the 3rd nine weeks, but now due to school closure the spiraling is done through the online programs.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR Math Assessment and EOY MAP & CIRCLE was not administered. Spiraling will continued with a tool that is TEKS focused to identify the areas of specific need.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
7) In all grade levels, ST Math will be incorporated as a curriculum supplement. It will be utilized not only as a computer-based program, but it will also be incorporated into the math class lessons.	Teachers Admin CIS Campus Tech	85% of the students will reach the EOY goals for ST Math. Student growth and progress will be accomplished on all unit assessments, MAP, CIRCLE and STAAR.	November 	75% of the students are on track to reach the EOY goals at this point.
			January 	We are still on track to students meeting the EOY goal for ST Math with the exception of 5th grade. Adjustments have been made to monitor the use more to ensure usage with fidelity.
			March 	The student's have continued to meet the district marks and in some classes exceeded it. This is continuing even during teh school closure.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	The district will no longer purchase the program. Imagine Math with be utilized for intervention. Due to COVID-19, funding has changed and we will purchase a research-based program that will cover more than one content area.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
8) Fact Fluency and Number Sense practice will be embedded during Guided Math through stations and/or small group instruction.	Teacher CIS Admin	Students will show an increase in retention and automaticity as evidenced by a decrease in the amount of time students use to solve basic problems.	November 	This is just really beginning so no data to evaluate at this time.
			January 	These have been included in stations in various ways to include through technology.
			March 	Discontinued due to COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will continue and additional resources will be created and used to close the foundational gap.
<div><div> = Accomplished</div><div> = Continue/Modify</div><div><div> = No Progress</div><div> = Discontinue</div></div></div>				





Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

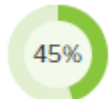



Performance Objective 1: By the end of 2019-2020 school year, 100% of all professional staff members will participate in a minimum of six district or campus professional development sessions covering a variety of research based learning to build teacher capacity, so that by June 2020, student achievement, as measured by Domain 1, will increase to 80% or higher.


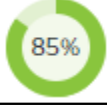
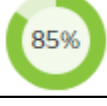

Evaluation Data Source(s) 1: Workshop transcripts, Staff Surveys, Retention numbers, Exit Reports, 2020 STAAR results, EOY Universal Screeners, TELPAS, and Participation (Sign-in Sheets)





Summative Evaluation 1: Exceeded Performance Objective

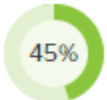



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>1) Teachers will be provided Professional Development in Guided Reading, Guided Math, Revision and editing, and Science to help support the diverse learning needs of the students by fostering non-cognitive traits that improve student achievement and addressing teaching with Poverty in Mind which includes equipping the teachers with hands-on task that help the students to connect with the learning, as well as rigorous task that integrate technology.</p> <p>Staff participating in professional development during the summer will share the new research-based learning strategies with staff members on campus during staff meetings, PLC meetings, and special after school sessions.</p> <p>Follow through to the PDs will include but not be limited to classroom observations and model teaching.</p>	All staff CIS Admin team	Increased student performance in all content areas as evidenced by End of unit summative assessments and state STAAR tests for students in grades 3-5.	November 	Professional Development has been extended from leadership and teachers from their training with the campus and their grade level team. Collaboration during PLC has increased and has offered extensive teacher clarity.
			January 	Professional Development continues to keep improving on the skill. Stafford will be coming in February to revisit Guided Reading implementation and strategies. Growth is shown on the MOY MAP in almost all subject areas.
			March 	This is continuing, but strategies are more aligned with homeschooling and online learning.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	The PD was provided throughout the school year to include during COVID-19 school closures. PD review will continue next year with a focus on how to implement the instructional strategies in a blended learning and/or virtual learning platform.





<p>2) The CIS will be in charge of the mentoring program. In that capacity, the CIS will ensure that each first year teacher is provided a mentor.</p> <p>The CIS will meet with mentors and proteges to discuss progress and needs.</p> <p>New teachers will be provided ongoing professional development at the campus level on research based instructional practices.</p>	CIS Admin Team	Increase in the number of new teachers wanting to remain at Brookhaven at EOY.	November 	The mentors are working with their protege's and the partnerships are smooth and productive.
			January 	The mentor partnership had to be changed for one teacher and is now working fine. All of the mentors meet with the CIS and discuss strengths noted, areas of concern, and seek out assistance as needed. The same is true for the Protege.
			March 	Besides observations during COVID-19, mentoring continues for our teachers. The mentoring program is going well.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	All of the teachers successfully completed their mentor/protege program successfully. It will continue next year with the new teachers.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Teachers needing help in content will be given an opportunity to observe team members teaching using the Pineapple Chart and technology chart system. The CIS and Interventionist will demonstrate research based, high level instructional practices that meet the needs of all students.	CIS Interventionist Admin All teachers	Increased student performance in all content areas as measured by Common formative and summative assessments quarterly	November 	Specific teachers have been identified to start the chart listing them with their areas of specialty and strengths.
			January 	The Pineapple Chart has been initiated and has been a success so far. We are still working on adding more experience opportunities as needed by staff.
			March 	The Pineapple chart assisted several teachers with improving their guided reading/guided math implementation, as well as how to use technology.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made with the implementation of the Pineapple chart with teachers observing other teachers that were deemed as strong in certain skills as a model. Videos will also be utilized to facilitate this need.



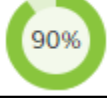





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) The CIS, admin team, and teacher experts will ensure the implementation of Restorative practices with the focus on relationship building. Teachers struggling in classroom management will receive modeling of the Restorative practices strategies as well as professional development on additional classroom management tools and strategies.	CIS Teachers Admin	Improved instructional delivery that includes high level discourse, questioning, and student work. This will be evident and documented during targeted walkthroughs. Decrease in the number of students sent to the office with minor offenses every quarter.	November 	The 60 Second Spark and the 2 Minute Connection has been initiated to strengthen relationships. Social Contracts will be modeled and initiated to start off the 2nd Semester with the contract to reinforce the collective expectations.
			January 	Restorative practices continue on campus. Fidelity is slipping due to stress, but Staff Development is planned to reignite the need and connection.
			March 	The relationship portion of Restorative Practice is being fully practiced during COVID-19. Teachers are continuously reaching out to the parents and students during the closure of school.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal prior to COVID-19, but next year a deeper dive will be needed in anticipation of a bigger social/emotional need and regaining the focus in school. PD will be held at the beginning of the year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>5) PLC learning for teachers will include a focus target/task alignment and research based strategies such as the GRR Framework, Visible Learners, Next Generation Balanced Literacy, CFA 2.0 and Guided Math.</p> <p>Teachers will also discuss best practices for instructing and questioning ELL and SPED students, as well as increased hands-on activities for our African American Subgroup.</p>	Teachers Admin CIS	<p>A decrease in the number of students identified as At-Risk,</p> <p>Increased student performance in all content areas as evidenced by End of unit summative assessments fo all grades and state STAAR tests for students in grades 3-5</p> <p>An increase in ELL students receiving Mastery of standards at Level II on the STAAR assessments.</p>	November 	PLC has provided rich conversations. The students have been more successful on their assessments then at this point last year.
			January 	PLC continues to be a learning platform for planning, new learning, additional instructional strategies and collaborative discussion that leads to added Teacher Clarity.
			March 	PLC continues but based on immediate need to support the online learning process during COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made in all areas. Visible Learners PD will need to continue while the others are revisited as a refresher. Progress was made towards the goal as evidenced by the CUA data and growth on MAP; however, due to COVID-19 school closures the STAAR and EOY MAP & CIRCLE was not administered.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>6) The CIS will work with teachers to continue awareness of the characteristics of gifted and talented students. Time will be made available for cluster teachers to meet and collaborate on lesson planning, share strategies on enriching the curriculum to meet the needs of the gifted learners, and discuss the vertical alignment of the required TPSP project.</p> <p>Each cluster teacher will be required to plan and provide enrichment opportunities for our students daily,</p>	CIS Teachers	An increase in the number of students identified as Gifted and Talented.	November 	We have already identified two more students this year.
			January 	We are currently at 24 G/T identified students. All classes are working on their TPSP project and the Showcase is already scheduled. Field trips are planned as well, just for them.
			March 	We identified 3 more students as Gifted in the 3rd nine weeks . During COVID-19, students are home so this is discontinued.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Some progress was made as we added an additional 7 students to the active GT identified students list. Additional informational and characteristics will be reviewed with teachers to identify more students.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
7) A campus momentum plan will be developed collaboratively and will outline a cohesive year-long professional development plan to address the district wide problem of practice as well as specific needs identified for the campus.	All staff	<p>Best practices taught are observed in the classrooms during walk-throughs and formal observations.</p> <p>Staff journals will display anchor charts representing the learning.</p> <p>Students ability to restate their learning in their own words.</p> <p>Student discourse increased by 40%.</p> <p>Students' ability to respond correctly to higher level questions and justify their thinking increased by 40%.</p> <p>Target and task alignment 100% of the time.</p>	November 	Best practices are being addressed and reviewed through Staff Development and PLC. Each teacher has a PLC Journal to have a reference tool.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	The Campus Momentum Plan was followed this year. Adjustments will be made to the plan for next year to include identifying PD and instructional strategies to enhance blending learning knowledge and tools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
8) The campus leadership team and the trained cadre of teacher leaders will lead campus-based Instructional Rounds in the Fall, Winter and Spring that will focus on the district problem of practice and essential questions identified in the campus momentum plan which also reflect specific needs of the campus.	Cadre of teachers Administration team classroom teachers	1. Students are doing what they were asked to do. 2. Students are interacting with the learning target and the learning task in various ways. 3. Student work, responses, discourse, questions, and language are at the application level or above in blooms taxonomy. 4. The goal and target are derived from the IFD. 5. The cognitive levels of the target, task, and student work are aligned to the cognitive level of the standard. All students will achieve a year's growth in all content areas by EOY	November 	The first set of rounds were rescheduled for December 10th.
			January 	The Fall rounds have been completed and some of the Short Term goals created have already been started--additional Guided Reading and Guided Math instruction, more instruction on the difference between Focused and Guided Instruction, and ensuring Target and Task alignment.
			March 	Due to COVID-19 Spring Rounds were canceled.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Instructional Rounds were completed the first semester. Coaching Walks were done throughout the year and used the 2nd Semester instead of Instructional Rounds. A variation will be done next year.


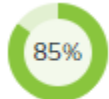


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
9) Teachers will be provided an opportunity to plan for a full day every nine weeks. Subs will be hired to cover the classes during this time. During this planning, teachers will utilize the IFD, YAG, TAG and VAD to include studying the standards using the TEK Resource System and engage in a methodical review of the unit assessments, performance indicators, and development of common lessons and assessments. Teachers will plan for and provide learning experiences for students using hands on activities and real life objects based on review of common formative/summative assessment data. This will help to ensure Teacher Clarity and time to collaborate collectively to identify research-based strategies to implement in the classroom.			November 	There has already been 2 planning opportunities. January 6th will be the full day for the 3rd nine weeks.
			January 	There is only one more planning day left prior to the 4th nine weeks. The other 3 held followed a specific agenda with collaborative planning.
			March 	The final planning day is canceled due to COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Time for planning will continue next year.
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>				



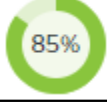

Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.





Performance Objective 1: Through our parent outreach program, weekly communication, Family Nights, Parent grade level meetings, and various other activities designed to equip our parents with the strategies and materials needed to assist students at home, there will be a continual 10% increase in parental involvement over the next two years to reach a minimum of 90% of our parents participating in school organized activities by 2020-2021 school year.





Evaluation Data Source(s) 1: Sign-In sheets from parent involvement activities, Parent Surveys, Volunteer hours, and Adopt-a-Unit data





Summative Evaluation 1: Significant progress made toward meeting Performance Objective





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) To promote student achievement, school staff will organize and encourage parents and students to participate in math, reading/writing, family game night, and science nights. These activities will have a strong emphasis on educating parents on ways to help their students with school work at home. The intent is also to increase parental involvement and the opportunity to continue to bridge the home and school relationship. Parents will be given a one time tardy pass for attending after school events. One will be given per family.	campus admin	Increased student achievement in all subject areas as evidenced by summative and state assessments. Increased participation as evidenced by sign in sheets, pre and post parent surveys	November 	We have several evening events for the parents and we have seen increased participation. The survey will be sent home in December.
			January 	There are only two more planned family nights--reading and game night. Additional Parent Information nights are planned to provide information before testing to explain strategies and give them tools to use at home to help with practicing. In addition, we provide movie night, father/daughter dance, and mother/son dance.
			March 	Due to COVID-19, the last two events have been canceled.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Due to COVID-19, we did not complete all of the planned parent nights. We will continue implementing parent nights to equip parents with tools and strategies to assist at home.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) The Parent Program contact will plan activities related to increased community participation as follows: Early Literacy Community Out Reach Program for toddlers/pre-school students and parenting classes. The Parent Program contact will also provide classes which promote parenting skills and homework help. Monthly newsletters will be sent home to inform parents of community activities and events. Additionally, the Parent Program contact will be present at all after school events to recruit volunteers and give volunteer information.	admin team	Increased student achievement in all subject areas as evidenced by benchmark, summative and state assessments. Increased participation as evidenced by sign in sheets, pre and post parent survey	November 	The Early Literacy Program has increased from last year, but we are still trying to boost it even more. We have had one set of parent meetings and grade level newsletters that give tips for homework, shows strategies to implement at home, and video links as mini lessons for parents
			January 	Parent volunteer training has been initiated and more volunteers have come on board. The campus newsletter gives parents tips on how to help with homework. A survey has been put out to parents inquiring what types of services/programs they would like to see at Brookhaven.
			March 	More parent volunteers were acquired during the 3rd nine weeks.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	A collective effort between the secretary and counselor serviced our Parent Liaison needs. Additional training will be given to the secretary to assist with increasing our volunteer numbers.



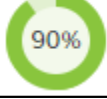





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Brookhaven staff, teachers, and administration will use agendas, email, Connect-Ed calls, phone calls, newsletters, and parent/teacher conferences to communicate with parents weekly.	All staff	95% of our parents will communicate satisfaction with the timely communication between that teachers and parents as measured by the EOY parent survey.	November 	We are on track for 95%. We are working on students taking the agendas home and having the communication be consistently on a weekly basis.
			January 	Done with fidelity to keep the parents informed. We were on track for 96% attendance rate, but the flu has hit the school. We will persist to attempt to still reach our goal.
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will continue. Due to COVID-19, SeeSaw was added as a new tool to enhance communication and model as needed.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) Team members will include parent communication as part of the team behavior management plan when students are doing well, not just misbehaviors.	All staff	95% of our parents will communicate satisfaction with the timely communication between the teachers and parents as measured by the EOY parent survey.	November 	We are on track for our 95%; however, we are currently at about 75%. Many are communicating through Class Dojo or Remind 101, but we are looking to increase the phone and face-to-face communication.
			January 	A challenge is issued to make 100 positive calls the first week in February prior to the 100th day of school. We document the calls as well. Teachers have increased their amount of communication.
			March 	This continued throughout the 3rd nine weeks to include a few grade level parent conferences.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Behavior communication improved to include positive behavior reports and more specific information regarding concerns.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>5) The admin team and the Parent Program contact will continue to encourage parent participation by engaging parents through parent informational sessions. Sessions will include a review and distribution of the Title 1 program, the Parent and Family Engagement Policy and the Home school Compact.</p> <p>Each grade level will have a parent information night at the beginning of the year and prior to each family night to give strategies that can be used at home. STAAR testing grades will have another information night prior to STAAR testing. The intent is to equip parents with tools to use at home to help their child be more successful.</p> <p>Newsletters will be sent home weekly or biweekly with curriculum content focus for week/month. They will also contain tips and strategies for parents to use at home to help their students be more successful.</p>	Parent liaison Admin team	A marked increase (80%) in the number of parents participating in school activities by EOY	November 	The data is continuously being collected. We have had a big turn out at every event thus far this year.
			January 	These nights have already been scheduled to not only inform the parents, but to also accept feedback from them regarding the campus.
			March 	STAAR Parenting meeting was held giving parents an experience of the STAAR test and shared modeled the strategies .
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the parent sign-in forms; however, due to COVID-19 school closures there were several sessions canceled. We did host a grade level informational Zoom meeting for parents during the closure.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) The parent liaison will work with volunteers to ensure that the work they are engaged in is meaningful and will contribute to an increase in student performance. Parent Liaison will conduct Volunteer orientation sessions on a regular basis.	Parent Liaison Campus administration	There will be an increase in the number of volunteers who rate time spent at Brookhaven as meaningful as documented in the post parent survey.	November 	The Parent Liaison is new and is being trained, but we do have a larger list of volunteers than in the previous years. Once fully trained, they will begin collecting official hours.
			January 	The parents are given specific task and aligned with specific teachers to maximize the time on campus.
			March 	Two volunteer training sessions were held the 3rd nine weeks which added to volunteers copying, laminating and reading to students.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made as evidenced by an increase in the number of volunteers this year. We will work to have more of the volunteer work connected to working with students in small groups of two or three with reading and/or basic math facts.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
7) The PTA will continue to strengthen the Parental Involvement and support while also increasing community involvement. Active parents will be identified.	Admin Team Parent Liason	There will be an increase in parent involvement and volunteers supporting various events and programs.	November 	The PTA is fully formed and has already sponsored a Mother/Son Dance. Several volunteers have been identified and are ready to serve.
			January 	The PTA is active; however the state level has not complied with their end regarding membership and training.
			March 	The PTA will be discontinued due to lack of support from the PTA main office. The treasurer resigned, the Regional President has not assisted the new board in registering the new members, and numerous promises have been made for assistance that has not been honored.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	The PTA will be revisited next year and may dissolve into a Parent Advisory Committee in order to accomplish more as this year the PTA had problems maintaining officers and parent participation with little to no support from the state office or regional representative.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
8) Community, district, and campus resources will be researched and consistently utilized to meet the needs of our economically disadvantaged and At-Risk students.	Admin Team Teachers	All students will have their needed supplies which will result in an increase in homework completion and increase in passing percentage on classwork and assessments.	November 	Teachers evaluate monthly needed supplies and we purchase what is needed to ensure all students have the needed supplies. In addition, we supply food, clothing, and materials in conjunction with the Communities in Schools.
			January 	This continues. We have went above and beyond just food and clothing to include helping some of our families find homes, jobs, and assistance with bills.
			March 	Continued support has been extended in assisting with finding a place to stay, food closets, small groups based on need, etc...
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	A strong collaborative effort between staff, counselors, Communities in Schools, and MFLAC was made this year showing progress with assisting students and families beyond school. This will continue next year.
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>				





Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.





Performance Objective 1: By June 2020, the percentage of discipline referrals received by students will decrease by 5% when compared to previous year's data. In addition, Brookhaven will promote a healthy, secure and orderly environment for students, staff, families, and the community.





Evaluation Data Source(s) 1: Increase in the number of students being recognized monthly during Bronco of the month celebrations, Surveys (parents, students, and staff), Safety Drill records, and a decrease in the number of student conduct referrals.





Summative Evaluation 1: Significant progress made toward meeting Performance Objective

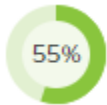



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>1) The Counselors at Brookhaven will recognize those students who exemplify character traits of the month (Bronco of the Month).</p> <p>Staff members will continue to recognize all students for academic performance, grades, behavior and attendance through incentives such as (but not limited to) block parties, Attend-Dances, Movie Night, and recognition through Awards Ceremonies.</p> <p>In addition, we will implement a cafeteria reward incentive program to improve cafeteria behavior.</p>	All staff	Increased number of students nominated to participate in Bronco of the month as evidenced by the sign-in sheets	November 	Every First Friday of the month the students are recognized for being role models of the character trait of the month. The parents are invited to a ceremony.
			January 	Bronco of the Month continues and the parent support is awesome. Academic Awards are being done every nine weeks now instead of just at the end of the semester to motivate students. Dances are held to promote attendance and the Game Truck comes to recognize students with good behavior and role models.
			March 	The last recognition was in February. The last 2 Bronco of the Month celebrations are canceled due to school closure.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by 80% of the character traits being addressed and students recognized; however, due to COVID-19 school closures 20% were not addressed. This program will continue to include Character Traits but we'll add the 7 principals.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) The staff at Brookhaven will implement the Bully Reporter program. Parents, students, and staff will be given information on the system and how to use it responsibly and appropriately .	Counselors	A decrease in the number of students being bullied or bullying others as verified by the number of bully cases. An increase in the number of students being good, positive role models.	November 	This has not been done as both counselors are new and we are all still learning the new system. However, we have ensured through Guidance and grade level meetings that the students and parents know how to report to use any issues of bullying.
			January 	The Bully Reporter that was once used in the system no longer exist. We document incidents in our logs and parents and students have been informed to report any suspected or perceived bullying. There is a system online on KISD, but we have not received any reports.
			March 	One report received, but it was incomplete and could not be processed due to lack of informaiton.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Minimal progress was done with this goal. Parent informational sessions need to be held to explain the Bully Reporter and educate on what Bullying is and how it's defined and identified.



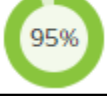

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Students not receiving a disciplinary referral will earn an incentive reward such as an extra recess, game day, dance, and name posted on the Discipline Wall of Fame each nine weeks.	Teachers and administrators	Decreased number of office referrals and office visits.	November 	The first award was Certificates for free Admission to Austin Aquarium for one child and one adult.
			January 	The first semester, the students received certificates, a dance, and a medal. This nine weeks if the Game Truck.
			March 	The Game truck was schedule for the 3rd nine weeks incentive, but it was canceled due to school closure.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by the students that were identified the 1st three nine weeks; however, due to COVID-19 school closures the final nine weeks students could not be identified.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) Incentives for students who have made a difference at Brookhaven through: exemplary academic work, volunteerism, helped others etc.. will include but not be limited to: 1. Mention in the morning announcements 2. Name on the wall outside the library 3. Free time on the computer 4. Opportunity to volunteer as a reading buddy in the lower grade levels 5. Participation in pride time (Fridays) 6. Tangible rewards in the library	Teachers Admin Counselors Librarian	Increase in student achievement. More students completing classwork	November 	Shout outs have been made on the announcements and leaves put on the trees in the hallway. Free time and Fun Fridays have been done as well. There has been an increase in students earning these incentives due to more students completing their assignments.
			January 	The students continue to receive incentives on their level to promote a continued drive to make a difference.
			March 	The students were recognized with a dance, popcorn and movie party, block parties, Ice cream treats and Positive Office Referral shoutouts.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by students reporting inappropriate behaviors and classmates holding each other accountable. This will continue next year.



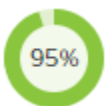

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
5) The administration team will continue to systematically recognize and reward individuals and teams for contributions toward campus goals. Incentives used will continue to be: 1. Jean day 2. Gift of time 3. Positive notes 4. Mention in the principal's weekly staff email 5. recognition on the Bright wall	Admin team	Documented increase in teacher satisfaction rate on the pre and post surveys.	November 	Teachers have received the gift of time, positive notes, snacks with motivational quotes and breakfast /lunch. The survey will be put out in December before the Winter break. However, the teachers have voiced their appreciation and gratitude.
			January 	Campus momentum and incentives continue. WE continue to work as one functioning unit, so it is important to recognize their hard work and dedication.
			March 	Teacher and Aide of the month recognized with Texas Road House certificates. Quotes with little treats are given, and "Why" bracelets with their personal Why word will be given to each.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Staff of the month identified with free Pizza and shout outs. Celebrated during Staff meetings. Posted on school Facebook page. Positive notes. This will continue.









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) The counselors will support new/and returning teachers by providing professional development on Restorative Practices and Social/Emotional Learning. To further work with teachers on this, counselors will provide guidance to students exhibiting difficulties in academics and behavior especially in the area of conduct towards others. Additionally, we will reorganize and review de-escalation techniques and restraints with CPI (Non-violent Crisis Prevention) trained staff on a monthly basis.	Counselors All staff	A decrease in the number of students referred to the office for discipline. A decrease in the number of students assigned to DAEP from 4 to 2 by EOY.	November 	We only have one new teacher on campus and she has been taught how to begin implementing Restorative Practices. There has been a decrease in referrals for our returning students, but we are teaching our new students the expectations at Brookhaven utilizing Restorative Practices.
			January 	S2S has been started with a group of leader students. They are still in training and are assisted by the Rancier Middle School S2S. Guidance sessions are held for various groups to address specific needs and in classes for Character Traits.
			March 	S2S has been implemented and the students are actively engaged.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	S2S will continue and Restorative Practices will be revisited implementing phase II.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
7) Each grade level will develop a discipline management plan/ norms, consistent with Restorative Practices that will work for the team. The management plan/norms will include contact with parents weekly to discuss student progress in identified areas of need. Each grade level will also document positive contact with parents weekly.	All staff	A decrease in the number of students referred to the office for discipline. A documented increase in parent teacher communication.	November 	Eduphoria Aware is used for most parent contact and an increase is noted. The contact has also increased through the use of Class DoJo and Remind 101.
			January 	This has been implemented. There are a few classes that don't follow the plan with fidelity, but the majority do.
			March 	The number of positive contacts have increased. Teachers continue to reach out to the families daily during COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made as all grade levels with the exception of two had grade level behavioral plans that were implemented with consistency and fidelity.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>8) To encourage and improve attendance, the NBA (Never Been Absent) program will be implemented and students with perfect attendance will be given:</p> <p>1. Certificates during the semester award ceremonies.</p> <p>2. Honorary mention in morning announcements every 4.5 weeks.</p> <p>3. Tangible rewards for students with perfect attendance for the year.</p> <p>4. A basketball, medal or shirt each semester for perfect attendance.</p> <p>5. Name added to the NBA wall each nine weeks.</p>	Classroom teachers Admin staff	Improve student attendance rate from 93% to 98% by EOY	November 	The first nine weeks, the students were recognized with NBA certificates. They will receive a Basketball at the end of the Semester if they are still on the list. We are currently at 95% attendance.
			January 	This continues to be a positive incentive for attendance. In conjunction with the basketballs, they receive a certificate. Once a student receives a basketball, next is a medal and then a t-shirt.
			March 	Students were identified through the 3rd nine weeks, but not the 4th nine weeks due to school closure.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	The EOY was not given due to COVID-19 School closures, but this will continue next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
9) Students will meet the state's required time in PE. Students will also participate in Hoops for Hearts, fitness gram, and the after school fitness club.	PE teachers All staff	Fitness gram will document an increase in student wellness. There will be an increase in the number of students participating in the after school fitness club.	November 	We have a bigger group of students in the Fit for Fun club and many have requesting a sport program which we are looking into.
			January 	The master schedule ensures the time is covered.
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal ; however, due to COVID-19 school closures the minutes were not finished. However, PE activities and task were sent home during the virtual learning to encourage continued physical activity.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
10) The counselor's will provide guidance sessions for students and parents regarding Early Mental Health & Suicide Prevention. This will be a part of the Social Emotional Learning that will benefit both the students and the staff.			November 	Guidance sessions are scheduled weekly with classes being seen every other week. The newsletter sent home to parents contains TIPs on Early Mental Health and Suicide Prevention, Bullying, and Personal Hygiene.
			January 	This has been implemented with the students, but not face-to-face with parents. Information has been sent home for the parents for them to read.
			March 	Guidance sessions were held for groups as needed as well as for individual students. Guidance tips continue to be sent out even during COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Protocols were followed all year to include guidance lessons on feelings and how to handle them. Play therapy was used as well. Strategies were also given to teachers.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
11) Committees will be established (SBDM, CEAC, CCC, Hospitality, etc...) for all staff members to participate in and communicate the needs of the campus (budget, employee advocacy, campus conduct and morale) as well as parents and the community with regards to SBDM. Additionally, Pastries/Pizza with the Principal will continue--one for each nine weeks--to offer parents an opportunity to offer ideas and suggestions, receive information and strategies, and share. This is in conjunction with PTA to give the parents a voice.	Principal	Documented growth in parent satisfaction as evidenced on the Parent Surveys.	November 	Parents reported positive praise in the Pizza with the Principal meeting, on our Facebook page, and in person. The survey will be sent out in December before the Winter Break.
			January 	The committees have been formed and they meet once a month. All concerns are brought forward and addressed.
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will continue to ensure we are meeting the needs of not only the students, but staff, parents, and the community as well.
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>				









Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 2: By the end of the 2019-2020 school year, attendance will improve by 2%.

Evaluation Data Source(s) 2: Attendance Reports

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>1) Brookhaven will continue the Never Been Absent (NBA) All-Stars Program as an incentive to increase student attendance. They will receive a basketball, a medal or a shirt at the end of each Semester that they meet the criteria.</p> <p>We will also have "AttendDances", Game Day, or a Block party for students with perfect attendance each nine weeks.</p> <p>Students will also be recognized and displayed on a wall in the hallway.</p>	Admin Counselor Teachers	The attendance rate will increase by 5% showing fewer absences.	November 	Currently we are at 95% attendance which is good for the district at this point in the year.
			January 	Currently we are at 92% attendance with the flu that has hit the campus and the lack of value in education for many PK and kinder parents. The incentives will continue as prior to the flu, we were on track.
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Some progress was made prior to the 2nd semester which was due to several students being out due to the flu and strep as well as COVID-19 school closures.



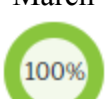

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Brookhaven students will be recognized for perfect attendance each nine weeks and honored through academic awards ceremonies.	Counselors Teachers Admin	The total number of absent students will decrease as compared to the previous year. The attendance percentage will increase by 5%.	November 	We are on track to reach the goal. Students were recognized with various incentives.
			January 	This has already been initiated and will continue throughout the year. Students are even given a voice as in what incentives they would like to have for their attendance.
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	75% of the goal was accomplished prior to COVID-19 School closures.
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>				





Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.









Performance Objective 1: Throughout the 2019-2020 school year, Brookhaven will increase student learning and instructional management by empowering teachers at Brookhaven with strategies on implementing and embedding the use of technology that will increase their use of technology in the classrooms by 75%.

Evaluation Data Source(s) 1: Pre-and Post Technology Usage Surveys administered by the Campus Technologist, Increased integration of technology in the classroom as evidenced by teacher walkthroughs, lesson plans, and TTESS, and Pre and post parent surveys

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>1) We will continue to increase the use of technology to engage students and improve academic performance in reading, math, science, and writing through interactive programs that allow for targeted support and progress monitoring as well as through Blended Learning. Staff development will be provided during PLC and after-school sessions on how to effectively use the technology and ways to integrate the technology with the curriculum through Blended Learning Strategies, collaborative learning efforts, and independent learning.</p> <p>We will also implement a "Technology Geeks" chart for teachers to sign-up to observe "guru" teachers using technology during instruction.</p>	Campus Tech Admin team	Increased student engagement as observed during walk-throughs.	November 	Students have been observed engaged in using Adobe Spark to create interactive posters. Nearpod has been utilized for lessons as well as mini quizzes. This and more have been observed during walk-throughs.
			January 	Technology has been incorporated into the learning in just about every classroom every day for more specific learning through Adobe Sparks, eBeams, Osmo, and even the Quavar in Music. The students are engaged in collaborative learning through blogs in some classes.
			March 	An additional 80 iPads were purchased with cases and distributed to continue the promotion of blended learning. After-school sessions are held with small groups of teachers based on need for technology devices and programs--eBeam, Schoology, NearPod, SeeSaw, etc... This has continued through Zoom video conferencing during COVID-19 to enhance the online learning experience.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Progress was made towards the goal as evidenced by training sessions after school on NearPod, SeeSaw, eBeam, and Schoology; even during the COVID-19 school closures. Teachers purchased additional items to enhance the virtual learning and continued to share with each other. In addition, additional technology was purchased to facilitate the blended learning. This will continue.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) The Campus Tech will provide ongoing professional development at the campus level to integrate technology with classroom instruction, and continue to provide training for staff on engaging students using technology.	Teachers Campus Tech	Documented growth in student engagement at EOY as evidenced by the EOY Survey. Documented growth in use of technology on the pre and post technology use survey.	November 	Ebeam training was done. Training was initiated on the use of Nearpod and Education Galaxy as well for small groups.
			January 	Many of the training for the integration of the technology with the curriculum has been done by the classroom teachers during after school sessions, modeling in their classrooms and/or during planning.
			March 	Many of the professional development opportunities have been conducted by teachers on campus rather than the tech this last nine weeks. During COVID-19, he has assisted with parents connecting to technology at home.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Survey was used to identify areas of need. PD continued throughout the year including during the COVID-19 school closure that were create and take leaving with at least one lesson task designed for instruction or collaborative groups.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Students will utilize web-based science, math, writing, and reading instruction sites to improve engagement, comprehension and concept visualization during focused instruction. The sites are Nearpod, Gizmos, Stem Scopes, Education Galaxy, Starfall, Accelerated Reading and Reading Eggs.	CIS Science lab teacher classroom teachers Campus Tech	90% mastery on the STAAR test at EOY for students in 5th grade and a 10% increase on the 3rd and 4th grade STAAR test. Online usage reports would reflect consistent usage. All students will document proficiency based on weekly quizzes, end of unit assessments, and student work samples.	November 	The programs have been purchased , except Starfall, and the data tracking shows consistent usage.
			January 	All online purchases are complete. The programs are used during intervention, guided groups, in the mornings before classes begin, and as extension/additional practice for home.
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Several of the web-based programs will be continued next year, but we will discontinue using ST Math, GIZMOS, and possibly Reading Eggs. We will compare Education Galaxy with Wowzers which is linked directly to NWEA.
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>				