

Killeen Independent School District

Brookhaven Elementary School

2020-2021 Formative Review

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



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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Goals






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.

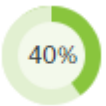
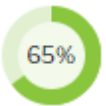
Performance Objective 1: By the end of the 2020-2021 school year, we expect a minimum of a 5% increase on the EOY Universal Screeners (MAP & CIRCLE) in each area for grades PK-5 including special education, ELL, GT, At-Risk and 504 students.

Evaluation Data Sources: MAP, CIRCLE, and End of Unit Formative and Summative Assessments

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 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.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>Staff Responsible for Monitoring: Admin CIS Classroom Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7</p> <p>Funding Sources: Instructional resources for content area intervention - 211 - ESEA, Title I Part A - \$2,050, Aide Salary & Estimated Benefits - 166 - State Comp Ed - \$34,098, Aide Salary & Estimated Benefits - 211 - ESEA, Title I Part A - \$23,155.61</p>				

<p>Strategy 2: Teachers (SPED, Regular, Dyslexic, and ESL) and Interventionist will collaboratively review assessment data and student achievement bi-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.</p> <p>A monthly meeting will be held with the Administration team, SPED teachers, Interventionist, and the Regular Ed teachers to review student growth and student services.</p> <p>Strategy's Expected Result/Impact: Special Program students will increase achievement and show growth on campus, district, and state assessments--MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>Staff Responsible for Monitoring: SPED teachers Classroom Teachers Support Teachers CIS Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: ESL teachers will provide ESL students with ESL high-yield 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. They will also review assessment data collaboratively with the classroom teacher to drive instruction.</p> <p>This includes integrating visual aides, academic vocabulary games, hands-on task, and review assessments. The Imagine Learning program will be used as an additional resource to meet the needs of the ESL students.</p> <p>Additionally, Home-School Connections Newsletters will be purchased for ESL parents to provide tips and ideas to extend the learning at home.</p> <p>Strategy's Expected Result/Impact: Special Program teachers will increase achievement and show growth on campus, district, and state assessments--MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>Staff Responsible for Monitoring: Admin CIS Interventionist ELL Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4, 6, 7</p> <p>Funding Sources: Instructional Supplies for hands-on, visual aide, and small group instruction - 165/ES0 - ELL - \$2,499, Reading Material for ESL Parents - 263 - ESEA, Title III Part A - \$850</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 4: GT students will be provided small group differentiated instruction to address their unique needs as well as project-based learning to include STEM through a pullout system. 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 all 4 core subjects.</p> <p>Strategy's Expected Result/Impact: STAAR performance--Index 4</p> <p>Increase in identified Gifted and Talented students by 10% by the end of the school year.</p> <p>Increase in the percentage of Gifted and Talented students that meet the expected growth and Mastery Level.</p> <p>Student Progress monitoring.</p> <p>Staff Responsible for Monitoring: Cluster teachers, CIS, Interventionist, & Admin</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Instructional Supplies for GT Enrichment - 177 - Gifted/Talented - \$1,233.26, Field Trip for GT - 177 - Gifted/Talented - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: Temp employees 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.</p> <p>The temp employees will work collaboratively with classroom teachers studying the IFD/standards, planning lessons using the CFA 2.0 Framework, sharing teaching strategies, reviewing common formative/summative assessment data, and implementing research based strategies to meet individual student's academic needs.</p> <p>Additional Targeted Support will be provided to all students with a deeper focus on the African American, SPED, and ELL populations in order to increase academic achievement status of students meeting grade level standard in reading.</p> <p>Strategy's Expected Result/Impact: Student progress on state assessments, benchmark assessments, progress reports and report card.</p> <p>Staff Responsible for Monitoring: Admin, CIS, Temp employee (interventionist)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 4, 6 - School Processes & Programs 1</p> <p>Funding Sources: Temp employees for intervention time - 211 - ESEA, Title I Part A - \$13,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 6: Field-based instructional experiences will be provided to students to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Field-based instruction will include the following:</p> <ul style="list-style-type: none"> *Thinkery *Bob Bullock Museum *Bell County Museum *Mayborn Museum *3-D Printing *iFly *Inner Space Caverns *Temple Children's Museum <p>Presentations will be brought to the campus for the students as well linked to Science to provide extensive real-world connections and hands-on opportunities. Virtual field trips will be utilized in the event that there are COVID restrictions and/or restrictions to in-person presentations.</p> <p>Strategy's Expected Result/Impact:</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Admin Team CIS</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 4</p> <p>Funding Sources: Field-based Experiences - 166 - State Comp Ed - \$8,200, Real- World and Hands-On Experiences - 166 - State Comp Ed - \$1,560</p>	Reviews			
	Formative			Summative
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No Progress



Accomplished



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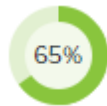


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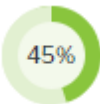



Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.



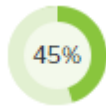





Performance Objective 2: By the end of the 2020-2021 school year, 75% of all 3rd grade - 5th grade students will meet the achievement standard (Domain 1) on STAAR Reading. By the end of the 2020-2021 school year, 75% of the 4th -5th grade students will achieve 1 year growth as measured by MAP Reading and STAAR.

Evaluation Data Sources: Curriculum Unit Assessments, district universal screeners, and STAAR results.

<p>Strategy 1: Teachers will utilize Next Generation Balanced Literacy 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.</p> <p>Guided reading will be more skills-based in the intermediate grades.</p> <p>Strategy's Expected Result/Impact: Classroom evidence of balanced literacy implementation as documented through walkthroughs and TTESS.</p> <p>Improved student achievement in Reading as measured by MAP, State STAAR test and formative/summative common assessments.</p> <p>Staff Responsible for Monitoring: All teachers teaching ELAR CIS Admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 5 - School Processes & Programs 1</p> <p>Funding Sources: Guided Reading Materials - 166 - State Comp Ed - \$1,000, Guided Reading Books/Materials--small group - 166 - State Comp Ed - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Professional Development for teachers will be done throughout the year for Next Generation Balanced Literacy,, LLI, Fountas & Pinnell Guided Reading and Phonics kits, vocabulary and effective strategies in stations in conjunction with the GRR Framework in order to address anticipated gaps in reading due to COVID-19 school closures.</p> <p>This will include modeling, hands-on activities, and make and take resources for immediate implementation in the classrooms.</p> <p>Strategy's Expected Result/Impact: Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 4, 5, 7 - School Processes & Programs 1, 3 - Perceptions 4</p> <p>Funding Sources: PD on Guided Reading and small group instruction - 166 - State Comp Ed - \$1,000, Instructional Materials to implement PD learning - 166 - State Comp Ed - \$3,615.81, PD on Guided Reading and Small Group Instruction - 166 - State Comp Ed - \$900</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Teachers will utilize the Comprehension at the Core Toolkit in the lesson plan at least once a week using non-fiction text. 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.</p> <p>Strategy's Expected Result/Impact:</p> <p>Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>Staff Responsible for Monitoring: Teachers Interventionist CIS Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Campus Leadership will provide systematic and continuous monitoring through walk-throughs, Coaching Walks, and PLCs 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.</p> <p>Strategy's Expected Result/Impact:</p> <p>Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.</p> <p>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</p> <p>Staff Responsible for Monitoring: Admin team CIS all Team members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1, 3 - Perceptions 2, 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: 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> <p>Strategy's Expected Result/Impact: Student growth and progress on common unit assessments and benchmark assessments.</p> <p>Staff Responsible for Monitoring: Admin Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 4, 5 - School Processes & Programs 1</p> <p>Funding Sources: Reading Support--Accelerated Reader - 211 - ESEA, Title I Part A - \$5,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 6: 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.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Classroom teachers CIS ELL teacher Interventionist Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 4, 6, 7 - School Processes & Programs 1</p> <p>Funding Sources: Reading Coach/Interventionist salary & estimated benefits - 211 - ESEA, Title I Part A - \$135,720.39</p>	Reviews			
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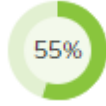
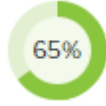




<p>Strategy 7: Teachers in K-3 will use Fountas & Pinnell assessments to form guided reading groups and teachers in 4th and 5th grade according to the district requirements based on the Universal Screenings Schedule. Specific interventions will then be identified and research-based resources will be used such as, but not limited to the LLI Kit, Imagine Literacy & Learning, Exact Path, and Reading Eggs.</p> <p>In addition, the F&P Phonics will be embedded within the lesson design to include specific small group and station task in K-3 to address phonological awareness and phonics gaps.</p> <p>Strategy's Expected Result/Impact: Student Achievement and growth as measured by increase in F&P reading levels, CUAs, MAP and STAAR through progress monitoring.</p> <p>Staff Responsible for Monitoring: Admin Teachers CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 3 - Student Learning 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: Student growth and progress on common unit assessments and benchmark assessments.</p> <p>Staff Responsible for Monitoring: Admin CIS Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 3 - Student Learning 4</p>	Reviews			
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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 3: By the end of 2020-2021 school year, 70% of 5th grade students will meet the achievement standard (Domain 1) on STAAR Science.

Evaluation Data Sources: Curriculum Unit Assessments, district Universal Screeners, and the state science STAAR test.





<p>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.</p> <p>A Science Interactive Vocabulary Word Wall will also be created for 3rd-5th grade as an additional support for vocabulary development.</p> <p>Strategy's Expected Result/Impact: Student growth and progress as measured on common unit assessments, projects, formative assessment and STAAR Science</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers SPED Teachers ESL Teacher Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3, 4 - School Processes & Programs 3</p> <p>Funding Sources: Instructional materials to support hands-on science instruction and content area vocabulary. - 166 - State Comp Ed - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Teachers in grades PK-5 will use hands-on science investigations to enhance/ relate science concepts to the real world. 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>StemScopes will be purchased as an additional instructional tool that can also be used virtually to strengthen comprehension of the Science TEKS for both the teachers and students. Materials will be purchased to support the StemScopes activities and hands-on experiences.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Classroom Teachers CIS Interventionist SPED Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3, 4</p>	Reviews			
	Formative			Summative
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Strategy 3: 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. Strategy's Expected Result/Impact: Improvement on common unit assessments, formative assessments, and the 5th Grade STAAR Science. Staff Responsible for Monitoring: Admin CIS Interventionist Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 3, 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4: 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. In addition, there will be an end of year Science Fair for students in PK-5th with grade level incentives. The Scientific Method will be used to design the experiment and presentation based on one of the four reporting categories. Strategy's Expected Result/Impact: Student growth and progress as measured by common unit assessments, formative assessments, and STAAR Science. Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Student Learning 3, 4 Funding Sources: Science project supplies - 211 - ESEA, Title I Part A - \$200	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5: 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. Strategy's Expected Result/Impact: Student growth and progress as measured on common unit assessments, projects, formative assessments, and STAAR Science. Staff Responsible for Monitoring: Admin CIS Teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 3 - Student Learning 3, 4, 5, 6	Reviews			
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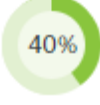
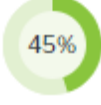
Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.






Performance Objective 4: By the end of 2020-2021 school year, 70% of 4th grade students will meet the achievement standard (Domain I) on the STAAR Writing.

Evaluation Data Sources: Curriculum Unit Assessments and the state writing STAAR test.

<p>Strategy 1: The administration team to include the CIS and Interventionist along with the fourth grade team will analyze Benchmark data and 18-19 STAAR data to identify the common errors and questioning styles to drive instruction.</p> <p>Strategy's Expected Result/Impact: Improve writing, revising, and editing as evidenced by end of unit common assessments (Formative and/or Summative) and the 4th Grade STAAR Writing.</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4, 6</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: The teachers will receive continued professional development through PLC, grade level planning, and staff meetings on embedding Empowering Writer's into the Writer's Workshop Framework in grades K-5 while beginning to incorporate within Balanced Writing and implementation with fidelity and consistency.</p> <p>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.</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 Empowering Writers.</p> <p>Strategy's Expected Result/Impact: Improved writing, revising and editing as evidenced by end of unit common formative and summative assessments and the STAAR Writing assessment in 4th grade.</p> <p>Staff Responsible for Monitoring: Teachers CIS Interventionist Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p> <p>Funding Sources: Supplemental materials for Empowering Writers - 166 - State Comp Ed - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Student Achievement and growth should increase as measured by the 4th grade STAAR Writing and through progress monitoring.</p> <p>Staff Responsible for Monitoring: Admin 4th grade teachers CIS Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Teachers will spiral 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.</p> <p>Interactive notebooks/journals will be used in every classroom to facilitate spiraling and for writing integration across content areas.</p> <p>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 and SPED student populations to increase the academic achievement status of students meeting grade level standard in Writing.</p> <p>Strategy's Expected Result/Impact:</p> <p>Improved writing as evidenced by end of unit common formative and/or summative assessments and the 4th Grade STAAR Writing.</p> <p>Staff Responsible for Monitoring: Grade level team members Admin staff CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p> <p>Funding Sources: Instructional supplies to support writing instruction - 211 - ESEA, Title I Part A - \$450</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				



<p>Strategy 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> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Teachers CIS Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: 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. One Note Interactive notebooks will be utilized with the Virtual Learning to have a digital Word Wall available at all times.</p> <p>Strategy's Expected Result/Impact: Students will show in increase in growth on the MAP & CIRCLE assessment in the Phonological Awareness and Vocabulary Development section.</p> <p>Staff Responsible for Monitoring: PK-2nd Teachers</p> <p>CIS</p> <p>Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p>	Reviews			
	Formative			Summative
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<p>Strategy 7: The admin team including the CIS and Interventionist will do writing specific walk-throughs and Coaching Walks once a month with specific focus on the components of Writer's Workshop and utilizing Empowering Writers and revising and editing. Immediate feedback will be given as well as the data collected being used to drive further Professional Development.</p> <p>Strategy's Expected Result/Impact: This will allow for more immediate feedback and adjustments to instruction which will in turn improve STAAR and CUA assessment data.</p> <p>Staff Responsible for Monitoring: Admin CIS Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 6</p>	Reviews			
	Formative			Summative
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Strategy 8: Teachers will reteach specific skills identified after CUA data analysis to be addressed during Bridge days in 4th grade. Strategy's Expected Result/Impact: This will close gaps and improve scores on the benchmark assessments, CUA data and STAAR. Staff Responsible for Monitoring: Teachers CIS Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 4, 6	Reviews			
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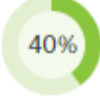





Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 5: By the end of the 2020-2021 school year, 88% of all 3rd - 5th graders will meet the achievement standard (Domain 1) on STAAR Math. By the end of the 2020-2021 school year, 80% of the 4th - 5th grade students will achieve 1 year growth as measured by MAP Math and STAAR.

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

Strategy 1: Brookhaven staff will receive professional development on Guided Math throughout 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. This learning will continue throughout the year through PLC and Staff development. Due to learning gaps anticipated due to COVID-19 school closures, Guided Math will be implemented to provide specific and purposeful small group instruction based on assessment data and noticing during core instruction. The Do the Math Kit and Imagine Learning Math will also be utilized with RtI students as identified to help build the foundation and link the skills Strategy's Expected Result/Impact: This will strengthen core content instruction to lead to improved benchmark, CUA, and STAAR data. Staff Responsible for Monitoring: Admin CIS Teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 2, 3 - Student Learning 2, 4 - School Processes & Programs 3 Funding Sources: PD on Guided Math and small group instruction - 166 - State Comp Ed - \$1,500, Instructional Materials to support Guided Math - 166 - State Comp Ed - \$3,000	Reviews			
	Formative			Summative
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<p>Strategy 2: 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> <p>Strategy's Expected Result/Impact:</p> <p>Student progress Monitoring through common unit assessments, MAP assessments, CIRCLE and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Admin CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 2</p>	Reviews			
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<p>Strategy 3: Teachers will implement the Problem-Solver resource will be implemented in every grade level as a part of direct instruction at least once a week, but should be spiraled daily. Problem-Solving strategies will be utilized and modeled with real-world connections daily.</p> <p>Strategy's Expected Result/Impact:</p> <p>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.</p> <p>Staff Responsible for Monitoring: Admin Teachers CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 2, 4</p>	Reviews			
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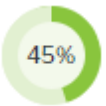
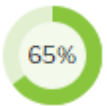


<p>Strategy 4: Additional Targeted Support will be provided to All Students including African American, students of Two or More Races, and SPED students in order to increase the academic achievement status of students meeting grade level standard in math by incorporating hands-on activities and the use of manipulatives in the lesson design to offer a visual for students to make a deeper connection.</p> <p>Strategy's Expected Result/Impact:</p> <p>Students will show growth and progress on common unit assessments (formative & summative), MAP and CIRCLE assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Admin CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 2, 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: Teachers will provide daily/consistent spiraling based on content that has already been taught. It can be done through morning work or Warm-ups prior to math instruction.</p> <p>The spiraling will be reviewed with various strategies being modeled.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Teacher CIS Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 6: Teachers will embed Fact Fluency and Number Sense practice during Guided Math through stations and/or small group instruction.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Teacher CIS Admin</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 2, 4</p>	Reviews			
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Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.









Performance Objective 1: By the end of 2020-2021 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 2021, student achievement, as measured by Domain 1, will increase to 80% or higher.

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

<p>Strategy 1: Teachers will be provided Professional Development in Guided Reading, Guided Math, Social Emotional needs, Classroom Management, Vocabulary, 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 and strategies that help the students to connect with the learning, as well as rigorous task that integrate technology (Blended Learning).</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. Follow through to the PDs will include but not be limited to classroom observations and model teaching.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: All staff CIS Admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 3 - Perceptions 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: The CIS will supervise 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> <p>Strategy's Expected Result/Impact: Increase in the number of new teachers wanting to remain at Brookhaven at EOY.</p> <p>Staff Responsible for Monitoring: CIS Admin Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 3: The campus will provide teachers with opportunities to observe team members teaching using the Pineapple Chart and technology chart system.</p> <p>The CIS and Interventionist will demonstrate research based, high level instructional practices that meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all content areas as measured by Common formative and summative assessments quarterly</p> <p>Staff Responsible for Monitoring: CIS Interventionist Admin All teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 4 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: The campus will continue to provide professional development on Restorative Practices. The CIS, admin team, and teacher experts will ensure the implementation of Restorative practices with the focus on relationship building.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Improved instructional delivery that includes high level discourse, questioning, and student work. This will be evident and documented during targeted walkthroughs.</p> <p>Decrease in the number of students sent to the office with minor offenses every quarter.</p> <p>Staff Responsible for Monitoring: CIS Teachers Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Perceptions 2, 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: Teachers will participate in PLC learning that will be focused on CFA 2.0 lesson designs and Target/Task alignment such as the GRR Framework, Visible Learners, Next Generation Balanced Literacy, 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> <p>In addition, Grade Review will happen every 4 weeks to identify and address intervention groups and gaps in the learning. In order to facilitate the review of PK-1st grade data, a data collection system will be utilized that will allow for a more effective progress monitoring system.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Teachers Admin CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2, 5</p> <p>Funding Sources: ESGI Data Collection System for PK-1st - 211 - ESEA, Title I Part A - \$3,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 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, The CIS will provide pull out STEM and project-based learning biweekly.</p> <p>Strategy's Expected Result/Impact: An increase in the number of students identified as Gifted and Talented.</p> <p>Staff Responsible for Monitoring: CIS Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p>	Reviews			
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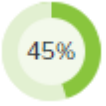

<p>Strategy 7: The campus leadership team and the trained cadre of teacher leaders will lead campus-based Coaching Walks each nine weeks that will focus on the district problem of practice and essential questions identified in the campus momentum plan which also reflect specific needs of the campus.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 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. <p>All students will achieve a year's growth in all content areas by EOY</p> <p>Staff Responsible for Monitoring: Cadre of teachers Administration team classroom teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 1, 2, 3 - Perceptions 2, 4</p> <p>Funding Sources: Substitute Teachers for campus IR - 211 - ESEA, Title I Part A - \$1,300</p>	Reviews			
	Formative			Summative
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<p>Strategy 8: Teachers will be provided an opportunity to plan focusing on CFA 2.0 and 3+1 Essentials for a full day every nine weeks on the district-provided PD days. During this planning, teachers will utilize the TEKS Resource System, the Enhancement documents, and the Gap Considerations 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.</p> <p>This will help to ensure Teacher Clarity and time to collaborate collectively to identify research-based strategies to implement in the classroom.</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2 - Perceptions 4</p>	Reviews			
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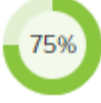
Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

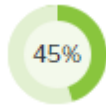
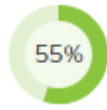
Performance Objective 1: Through our parent outreach program, weekly communication, Family Nights, Parent grade level meetings, and various other





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 the end of the 2020-2021 school year.

Evaluation Data Sources: Sign-In sheets from parent involvement activities, Parent Surveys, Volunteer hours, and Adopt-a-Unit data

	Reviews			
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<p>Strategy 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.</p> <p>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.</p> <p>Parents will be given a one time tardy pass for attending after school events. One will be given per family.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all subject areas as evidenced by summative and state assessments.</p> <p>Increased participation as evidenced by sign in sheets, pre and post parent surveys</p> <p>Staff Responsible for Monitoring: campus admin</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7</p>				
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<p>Strategy 2: The Parent Program contact will plan activities related to increased community participation as follows: Early Literacy Community Out Reach Program for toddlers/preschool students and parenting classes. The Parent Program contact will also provide classes which promote parenting skills and homework help. Community, district, and campus resources will be researched and consistently utilized to meet the needs of our economically disadvantaged and At-Risk population.</p> <p>This includes the Parent information nights and family activities.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all subject areas as evidenced by benchmark, summative and state assessments.</p> <p>Increased participation as evidenced by sign in sheets, pre and post parent survey</p> <p>Staff Responsible for Monitoring: admin team</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 4 - Perceptions 1</p> <p>Funding Sources: Practical Parent Education website access - 211/PAR - ESEA, Title I Parent Involvement - \$60, Supplies--Parent Involvement Events/Nights - 211/PAR - ESEA, Title I Parent Involvement - \$1,770</p>				

<p>Strategy 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.</p> <p>In addition, grade level team members will include parent communication as part of the team behavior management plan when students are doing well, not just misbehavior.</p> <p>Strategy's Expected Result/Impact: 95% of our parents will communicate satisfaction with the timely communication between that teachers and parents as measured by the EOY parent survey.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: 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>Parent information nights will be held throughout the year to equip parents with tools and strategies to use at home to help their child be more successful. This will include technology sessions to train the parents on the programs and platforms. 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.</p> <p>Newsletters will be sent home weekly/ 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> <p>Strategy's Expected Result/Impact: A marked increase (80%) in the number of parents participating in school activities by EOY</p> <p>Staff Responsible for Monitoring: Parent liaison Admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.1, 3.2</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7 - Perceptions 4</p> <p>Funding Sources: Snacks for parent info nights - 211/PAR - ESEA, Title I Parent Involvement - \$1,000</p>	Reviews			
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<p>Strategy 5: 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.</p> <p>Parent Liaison will conduct Volunteer orientation sessions on a regular basis.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Parent Liaison</p> <p>Campus administration</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: Perceptions 1, 3</p>	Reviews			
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Strategy 6: A Parent Advisory Committee will be formed to replace the PTA designed to strengthen the Parental Involvement and support while also increasing community involvement. Active parents will be identified. Strategy's Expected Result/Impact: There will be an increase in parent involvement and volunteers supporting various events and programs. Staff Responsible for Monitoring: Admin Team Parent Liason Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Student Learning 4 - Perceptions 1, 3, 4	Reviews			
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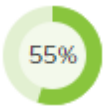


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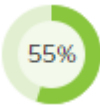
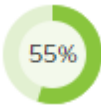
Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.





Performance Objective 1: By June 2021, the percentage of discipline referrals received by students will decrease by 5% when compared to previous year's data. In addition, attendance will improve by 2%. Brookhaven will continue to promote a healthy, secure and orderly environment for students, staff, families, and the community.










Evaluation Data Sources: 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. Attendance reports will be used to track attendance.

Strategy 1: The Counselors at Brookhaven will recognize those students who exemplify character traits of the month (Bronco of the Month). Their names will be displayed on a wall in the hallway. 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. This includes continuing our NBA (Never Been Absent) All-Star program designed to increase student attendance. The students will receive a basketball, a medal or a shirt at the end of each nine weeks along with a certificate if the criteria has been met. In addition, we will implement a cafeteria reward incentive program to improve cafeteria behavior. Strategy's Expected Result/Impact: Increased number of students nominated to participate in Bronco of the month as evidenced by the sign-in sheets Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.5, 2.6, 3.2 Problem Statements: Demographics 1, 3 - Student Learning 4 - Perceptions 2, 4 Funding Sources: Pencils and Instructional related items for incentives - 211 - ESEA, Title I Part A - \$500	Reviews			
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<p>Strategy 2: The staff at Brookhaven will monitor the Bully Reporter program.</p> <p>Parents, students, and staff will be given information on the system and how to use it responsibly and appropriately . The counselors will provide guidance lessons on character building traits with students being recognized once a month as Bronco of the Month for displaying a specific trait. In addition, morning meetings/sparks will be held daily to build relationships.</p> <p>Strategy's Expected Result/Impact:</p> <p>A decrease in the number of students being bullied or bullying others as verified by the number of bully cases.</p> <p>An increase in the number of students being good, positive role models.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p> <p>Problem Statements: Perceptions 2, 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: The campus will provide 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:</p> <ol style="list-style-type: none"> 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 <p>In addition, students not receiving a disciplinary referral will earn an incentive reward such as an extra recess, game day/game truck, dance, and name posted on the Discipline Wall of Fame each nine weeks.</p> <p>Strategy's Expected Result/Impact:</p> <p>Decreased number of office referrals and office visits.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.2</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 4 - Perceptions 2, 4</p> <p>Funding Sources: Instructional related items for incentives - 211 - ESEA, Title I Part A - \$500</p>	Reviews			
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Strategy 4: 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 Strategy's Expected Result/Impact: Documented increase in teacher satisfaction rate on the pre and post surveys. Staff Responsible for Monitoring: Admin team Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5: 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. Guidance sessions will be provided for students and parents regarding Early Mental Health and Suicide Prevention, too. This will be a part of the Social Emotional Learning that will benefit both the students and the staff. Additionally, we will reorganize and review de-escalation techniques and restraints with CPI (Non-violent Crisis Prevention) trained staff on a monthly basis with increased fidelity. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Counselors All staff Title I Schoolwide Elements: 2.5 Problem Statements: Student Learning 4 - Perceptions 2, 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

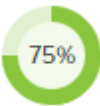



<p>Strategy 6: Each grade level will develop a discipline management plan/ norms, consistent with Restorative Practices that will work for the team.</p> <p>The management plan/norms will include contact with parents weekly to discuss student progress in identified areas of need.</p> <p>Each grade level will also document positive contact with parents weekly.</p> <p>Strategy's Expected Result/Impact: A decrease in the number of students referred to the office for discipline.</p> <p>A documented increase in parent teacher communication.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.5, 3.2</p> <p>Problem Statements: Student Learning 4 - Perceptions 2, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 7: To encourage and improve attendance, the NBA (Never Been Absent) program will be implemented and students with perfect attendance will be given:</p> <ol style="list-style-type: none"> 1. Certificates during the semester award ceremonies. 2. Honorary mention in morning announcements every 4.5 weeks. 3. Tangible rewards for students with perfect attendance for the year. 4. A basketball, medal or shirt each semester for perfect attendance. 5. Name added to the NBA wall each nine weeks. <p>Strategy's Expected Result/Impact: Improve student attendance rate from 93% to 98% by EOY</p> <p>Staff Responsible for Monitoring: Classroom teachers Admin staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 8: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: PE teachers All staff Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9: Committees will be established (SBDM, CEAC, CCC, Hospitality, PAC, 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 the Parent Advisory Committee (PAC) to give the parents a voice. Strategy's Expected Result/Impact: Documented growth in parent satisfaction as evidenced on the Parent Surveys. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  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 2020-2021 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 Sources: 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

<p>Strategy 1: The campus 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> <p>Strategy's Expected Result/Impact: Increased student engagement as observed during walk-throughs.</p> <p>Staff Responsible for Monitoring: Campus Tech Admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 4 - School Processes & Programs 3, 4</p> <p>Funding Sources: Technology to enhance collaborative learning product-based task - 166 - State Comp Ed - \$2,899 , Technology for curriculum enhancement through Blended Learning and extended practice - 211 - ESEA, Title I Part A - \$27,692.79, iPad cases to protect new technology purchases - 211 - ESEA, Title I Part A - \$2,100</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: The Campus Tech and teacher leaders 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 to include how to use the various devices and the different programs/platforms.</p> <p>Strategy's Expected Result/Impact:</p> <p>Documented growth in student engagement at EOY as evidenced by the EOY Survey.</p> <p>Documented growth in use of technology on the pre and post technology use survey.</p> <p>Staff Responsible for Monitoring: Teachers Campus Tech</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 4 - School Processes & Programs 3, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 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, Stem Scopes, Starfall, Accelerated Reading/MyOn, and SeeSaw. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: CIS Science lab teacher classroom teachers Campus Tech Title I Schoolwide Elements: 2.5, 3.2 Problem Statements: Demographics 2, 3 - Student Learning 4 - School Processes & Programs 3, 4 Funding Sources: Interactive Learning/Online - 211 - ESEA, Title I Part A - \$12,081.21, Interactive Learning/Online - 166 - State Comp Ed - \$3,582.19	Reviews			
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