

Killeen Independent School District

Brookhaven Elementary School

2019-2020

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.

Table of Contents

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.	4
Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.	25
Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.	29
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.	32
Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.	37










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.






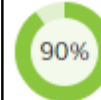


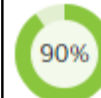
Performance Objective 1: By the end of the 2019-2020 school year, we expect a minimum of a 5% increase on the EOY Universal Screeners (MAP & CIRCLE) in each area for grades PK-5 including special education, ELL, GT, At-Risk and 504 students.

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








Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities 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	<p>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>TEA Priorities Build a foundation of reading and math</p> <p>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.</p>	Admin, CIS, Temp employee (interventionist)	<p>Student progress on state assessments, benchmark assessments, progress reports and report card.</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>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.</p>	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>				
<p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>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.</p> <p>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.</p>	Teachers, Admin team, CIS, Specials & Support personnel, and Interventionist.	<p>Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.</p>				
<p>TEA Priorities Recruit, support, retain teachers and principals 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>	All teachers CIS Interventionist Administration	<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>				

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<p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>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.</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>	Admin CIS Classroom Teacher	Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.				
<p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>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.</p> <p>In addition, ESL students, SPED students, and the African American sub-group will be closely monitored through RtI to develop individual plans for students struggling in any of the content areas to close achievement gaps.</p>	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.				
<p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>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.</p> <p>A monthly meeting will be held with the Administration team, SPED teachers, and the Regular Ed teachers to review student growth and student services.</p>	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.				

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<p>TEA Priorities Build a foundation of reading and math</p> <p>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:</p> <ul style="list-style-type: none"> * Thinkery *Bob Bullock Museum *Bell County Museum *Mayborn Museum *Homestead Heritage *Zoo <p>Presentations will be brought to the campus for the students linked to Science to provide extensive real-world connections and hands-on opportunities.</p>	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%.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>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.</p>	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.				
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	A documented decrease in the number of students who qualify for Tier 3 interventions. A documented decrease in the number of grade level failures.				
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.				




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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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.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						










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.


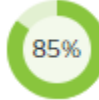
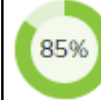


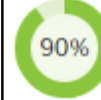
Evaluation Data Source(s) 2: Curriculum Unit Assessments, district universal screeners, and STAAR results.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>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.</p> <p>This will include modeling and hands-on activities to include make and take for immediate implementation in the classrooms.</p>	All staff	Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.				

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<p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>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.</p> <p>Guided reading will be more skills-based in the intermediate grades.</p> <p>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.</p>	<p>All teachers teaching ELAR CIS Admin team</p>	<p>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>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>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.</p> <p>The CFA 2.0 Process will be embedded in this learning.</p>	<p>Admin CIS Teachers Interventionist</p>	<p>Student growth and progress on unit common assessments, district assesments, and STAAR Reading.</p>				
<p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>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.</p>	<p>Teachers Interventionist CIS Admin</p>	<p>Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.</p>				

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<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>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).</p> <p>The data will be used to identify Guided Reading groups and design specific lessons and stations.</p>	Teacher Interventionist	Increase fluency and comprehension based on mini-assessments, common unit and district assessments and STAAR.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>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.</p>	Admin team CIS all Team members	<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>TEA Priorities 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.				

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<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>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.</p>	<p>ELL Teacher SPED teachers Classroom teacher Parent Liason</p>	<p>Increased collaboration between the ELL, SPED, and classroom teachers will result in the following:</p> <p>Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.</p>				
<p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>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.</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>Classroom teachers CIS ELL teacher Interventionist Administration</p>	<p>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>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>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.</p> <p>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.</p>	Temp employees CIS Admin team Classroom teachers	Student Achievement and growth as measured by campus level common assessments, MAP, CIRCLE, and STAAR through progress monitoring.				
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.				
12) F&P assessments will be administered to new students immediately upon enrollment to identify struggling readers. 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.	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.				
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.				
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.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

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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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Additional Targeted Support Strategy</p> <p>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>	Admin CIS Teachers SPED Teachers ESL Teacher Interventionist	Student growth and progress as measured on common unit assessments, projects, formative assessment and STAAR Science				
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>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.</p>	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.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<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>	Classroom Teachers CIS Interventionist SPED Teachers	<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>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.</p>	Admin CIS Interventionist	<p>Improvement on common unit assessments, formative assessments, and the 5th Grade STAAR Science.</p>				
<p>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.</p>	All staff	<p>Student growth and progress as measured by common unit assessments, formative assessments, and STAAR Science.</p>				
<p>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.</p>	Admin CIS Teachers	<p>Student growth and progress as measured on common unit assessments, projects, formative assessments, and STAAR Science.</p>				
<p>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.</p> <p>Parents will leave with tips on how to assist their child at home for extended practice.</p> <p>Supplies and materials will be purchased.</p>	Admin Teachers	<p>Student growth and progress as measured on common unit assessments, projects, formative assessments, and STAAR Science</p> <p>Family Participation</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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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				
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.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

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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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
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. 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.	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.				
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. Specific interventions and engaging activities will be designed based on the collected data and specific needs of each student.	Admin 4th grade teachers CIS Interventionist	Student Achievement and growth should increase as measured by the 4th grade STAAR Writing and through progress monitoring.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>Additional Targeted Support Strategy</p> <p>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.</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, students of Two or More Races, and SPED student populations to increase the academic achievement status of students meeting grade level standard in Writing.</p>	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.				
<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.				
<p>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.</p>	K-5 Teachers CIS	<p>4th grade students will demonstrate proficiency in writing on all common formative and/or summative assessments and the STAAR test.</p> <p>K-5 students will show growth and progress as evidenced by common unit assessments.</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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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.				
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.				
9) Students will be expected to write 1-5 sentence(s) responses reflective of the standard of grammatical conventions for their grade level daily. Next Generation Balanced Writing will be introduced to staff in PLC beginning the 2nd Semester.	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.				
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.						
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. 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.	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.				
12) Reteach will be done targeting specific skills identified after CUA data analysis to be addressed during Bridge days in 4th grade.						







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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. This learning will continue throughout the year through PLC and Staff development.						
<p>Additional Targeted Support Strategy</p> <p>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.</p> <p>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.</p>	CIS Teachers Interventionist Admin	Students will show growth and progress on common unit assessments (formative and summative), MAP, CIRCLE, and STAAR.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<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.				
<p>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.</p>	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.				
<p>Additional Targeted Support Strategy</p> <p>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.</p>	Teachers Admin CIS	Students will show growth and progress on common unit assessments (formative & summative), MAP and CIRCLE assessments and STAAR.				
<p>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.</p> <p>The spiraling will be reviewed with various strategies being modeled.</p>	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.				
<p>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.</p>	Teachers Admin CIS Campus Tech	<p>85% of the students will reach the EOY goals for ST Math.</p> <p>Student growth and progress will be accomplished on all unit assessments, MAP, CIRCLE and STAAR.</p>				



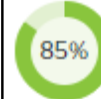
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) Fact Fluency and Number Sense practice will be embedded during Guided Math through stations and/or small group instruction.	Teacher CIS Admin	Students will show an increase in retention and automaticity as evidenced by a decrease in the amount of time students use to solve basic problems.				
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Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

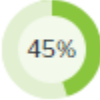





Performance Objective 1: By the end of 2019-2020 school year, 100% of all professional staff members will participate in a minimum of six district or campus professional development sessions covering a variety of research based learning to build teacher capacity, so that by June 2020, student achievement,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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<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.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<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.				
<p>3) Teachers needing help in content will be given an opportunity 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>	CIS Interventionist Admin All teachers	Increased student performance in all content areas as measured by Common formative and summative assessments quarterly				
<p>4) 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>	CIS Teachers Admin	<p>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>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 for 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>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<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 learner, 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.				
<p>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.</p>	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>				




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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				
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.						
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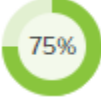


Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

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 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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>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>	campus admin	<p>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>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>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.</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>	admin team	<p>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>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>	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.				
<p>4) Team members will include parent communication as part of the team behavior management plan when students are doing well, not just misbehaviors.</p>	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.				
<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				







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
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.				
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.				
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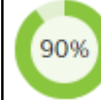





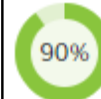



Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 1: By June 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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<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				
<p>2) The staff at Brookhaven will implement 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 .</p>	Counselors	<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>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
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				
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.				
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.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>7) 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>	All staff	<p>A decrease in the number of students referred to the office for discipline.</p> <p>A documented increase in parent teacher communication.</p>				
<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> <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. 	Classroom teachers Admin staff	Improve student attendance rate from 93% to 98% by EOY				
<p>9) Students will meet the state's required time in PE.</p> <p>Students will also participate in Hoops for Hearts, fitness gram, and the after school fitness club.</p>	PE teachers All staff	<p>Fitness gram will document an increase in student wellness.</p> <p>There will be an increase in the number of students participating in the after school fitness club.</p>				
<p>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.</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>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.</p> <p>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.</p>	Principal	Documented growth in parent satisfaction as evidenced on the Parent Surveys.				
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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 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:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<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.				
<p>2) Brookhaven students will be recognized for perfect attendance each nine weeks and honored through academic awards ceremonies.</p>	Counselors Teachers Admin	<p>The total number of absent students will decrease as compared to the previous year.</p> <p>The attendance percentage will increase by 5%.</p>				
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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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<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.				
<p>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.</p>	Teachers Campus Tech	<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>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>3) Students will utilize web-based science, math, writing, and reading instruction sites to improve engagement, comprehension and concept visualization during focused instruction.</p> <p>The sites are Nearpod, Gizmos, Stem Scopes, Education Galaxy, Starfall, Accelerated Reading and Reading Eggs.</p>	<p>CIS Science lab teacher classroom teachers Campus Tech</p>	<p>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.</p> <p>Online usage reports would reflect consistent usage. All students will document proficiency based on weekly quizzes, end of unit assessments, and student work samples.</p>				
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