



KILLEEN INDEPENDENT SCHOOL DISTRICT

Killeen Elementary School

2026–27 Targeted Improvement Plan

A Plan to Strengthen Teaching and Learning for Every Student

This document shares, in plain language, the plan Killeen Elementary School and Killeen Independent School District have put in place for the 2026–27 school year to strengthen instruction and raise student achievement. It is provided so that families, staff, and community members can understand our goals, our strategy, and how we will measure our progress.

This plan was developed by campus and district leaders in partnership with ESC Region 12, with input gathered from staff and the campus community, and was reviewed by the Killeen ISD Board of Trustees at a public hearing. A complete copy of the plan is available upon request from the campus office.

Why We Have This Plan

Each year, campuses across Texas receive a performance rating based on student results. When a campus's rating shows there is significant room for improvement, the campus and district create a focused, written plan — a Targeted Improvement Plan — that lays out specific, actionable steps to improve outcomes for students. This plan reflects that commitment for Killeen Elementary School.

Our goal is simple: to make sure every student at Killeen Elementary School has access to strong teaching, high-quality materials, and the support they need to succeed — every day, in every classroom.

Our Approach

Killeen Elementary School's improvement strategy is called Intensive Curriculum & Instruction Improvements. In practical terms, this means our work is centered on what happens inside the classroom every day: giving teachers high-quality instructional materials, protected time to plan and collaborate, and regular coaching and feedback so that instruction keeps getting stronger throughout the year.

Curriculum and Instruction

Killeen Elementary School serves students in grades K–5. This year, our core academic subjects are taught using the following instructional materials:

- Mathematics — i-Ready Classroom Mathematics
- Reading & Language Arts — Savvas
- Phonics (Grades K–2) — Benchmark Phonics
- Science — HMH

These materials will remain in place throughout the school year, giving teachers and students a stable, consistent foundation to build on. Our master schedule provides 450 minutes per week of Math instruction for grades K–5; 700 minutes per week of Reading & Language Arts instruction for grades K–3 and 525 minutes per week for grades 4–5; and 300 minutes per week of Science instruction — meeting or exceeding the recommended instructional time for each subject.

Assessment Plan: How We Check In on Learning

Students in grades K–5 participate in district-developed assessments administered in mathematics, reading and language arts, and science. All campuses complete common formative mathematics “Daily Oral Language” (DOL) checks twice each week to reinforce key concepts and promote ongoing learning.

Support Progress Checks are completed every third week of each nine-week grading period in both mathematics and reading and language arts. District benchmarks are administered at the end of each nine-week period in mathematics, reading and language arts, and science. Progress checks also occur every six to ten weeks across the year in mathematics and reading and language arts, and every four weeks in science.

This structured approach ensures consistency in assessment practices, promotes data-informed instructional decision-making, and provides targeted support to improve overall student performance.

Professional Learning Communities (PLCs): Teachers Working Together

Killeen Elementary School will implement a detailed, district-provided PLC structure. PLCs are organized by grade level and are held weekly for 110 minutes on Tuesdays during conference time and after school.

Campus administrators who attend collaborative planning meetings include the Principal, the Curriculum Instructional Specialist, the Curriculum Instructional Coach, and the Assistant Principal responsible for the specific grade level. Teacher participants include grade-level teachers, inclusion teachers, and resource teachers.

PLC Protocol

The Killeen Independent School District Professional Learning Community protocol outlines a systematic approach to planning, instruction, and continuous improvement to strengthen teaching and learning outcomes. Teams begin by unpacking unit modules, analyzing priority TEKS, and aligning resources to ensure instructional coherence. Lesson internalization focuses on collaborative planning, anticipating misconceptions, and defining clear evidence of learning. Ongoing data analysis and student work reviews guide targeted reteaching and instructional adjustments to close learning gaps and support student mastery. Campus and district leaders conduct walkthroughs of PLC meetings using clear “look-fors” to ensure consistency across PLCs throughout the district.

The PLC Planning Cycle has four phases. Understanding the Unit: end-of-unit assessments and module overviews; prior-year data, district goals, and instructional resources such as Focus Documents and Lead4Ward materials; cultural connections and opportunities to build belonging and inclusivity; and

unpacking the TEKS into skills, concepts, depth of knowledge, language objectives, success criteria, and supports for diverse learners. Preparing for Initial Instruction: before meetings, teachers identify lesson purposes, key vocabulary, and materials, analyze cognitive rigor, and consider accommodations for student subgroups, including students receiving special education services, emergent bilingual students, and students with Section 504 plans; during meetings, teams develop Know and Show Charts, language objectives, and “Do Now” activities, and annotate lessons, plan scaffolds, and create exemplars, integrating cultural and linguistic supports that promote inclusivity and access for all learners. Lesson Internalization and Evidence of Learning: teachers create annotated lessons and exemplars, identify common tasks or student artifacts (such as exit tickets or written responses) to collect as evidence of learning, and use this evidence during ongoing student work analysis to determine mastery and next instructional steps. Data Analysis and Reteach Planning: teams analyze assessment data from formative or summative assessments, or student work samples (two high, two medium, two low), to identify gaps, name misconceptions, and determine whether reteaching should focus on conceptual (“know”) or procedural (“show”) understanding, then select and practice appropriate reteach structures such as modeling, guided discourse, or academic monitoring.

Capacity Building: Supporting Our Teachers and Staff

Great instruction depends on great support for the adults in the building. Below is a full description of how Killeen Elementary School is building the capacity of its teachers and leaders this school year.

Principal Manager

The Principal Manager will participate in Relay leadership development for principal supervisors focused on strengthening the design and facilitation of effective weekly planning meetings, including internalization and rehearsal. The Principal Manager will participate in calibration walks at Killeen Elementary and across the district, facilitated by the Deputy Superintendent for the Learning Services team, building capacity to audit curriculum implementation, identify trends in instructional quality, evaluate leadership effectiveness, calibrate expectations for high-quality instruction, and determine appropriate leadership responses to teacher quality and instructional needs. The Principal Manager will also participate in weekly Learning Services meetings to support progress monitoring, leadership development, problem-solving, prioritization, and alignment to district goals; receive ongoing coaching and consultation focused on school improvement, accountability, and performance management; and participate in monthly one-on-one leadership-development sessions with the Deputy Superintendent.

Principal

The Principal will engage in weekly job-embedded coaching with the Principal Manager using current campus walkthrough data, the PLC proficiency rubric, district assessment data, and student-work evidence. The Principal Manager will model, co-facilitate, observe, and provide feedback on Instructional Leadership Team meetings, PLC monitoring, classroom observations, data meetings, and coaching conversations, with support gradually moving from modeling to full independent leadership execution. The Principal and campus leaders will engage in monthly performance-management data meetings to analyze data, monitor

progress, and respond to patterns and trends. The Principal will attend the Principal Academy hosted by ESC Region 12 and other School Improvement trainings, engage in monthly Principal PLCs facilitated by district leaders and consultants, and participate in other support trainings such as Minga for attendance, Branching Minds for intervention monitoring, TX Reading Academy (TXRL) for early literacy, and Math Academy.

Other Campus Administrators

Other campus administrators will participate in recurring calibration and practice clinics focused on classroom observation, evidence collection, rigor, HQIM/RBIS implementation, and actionable feedback. The Principal will model coaching conversations and then observe administrators conducting them; leaders will analyze common walkthrough evidence, practice writing teacher action steps, role-play feedback conversations, and receive feedback on the quality of their coaching. Instructional Leadership Team meetings will include short skill-building opportunities tied directly to current campus needs, and the Campus Instructional Specialist will receive content-specific training twice per month from district leaders. Additional ongoing professional development is offered based on trends identified in campus and district data, with the most frequent professional support being job-embedded with real-time feedback.

Teachers

Teachers will develop instructional skill primarily through job-embedded PLCs, lesson rehearsal, modeling, coaching cycles, and classroom feedback. Teachers will internalize upcoming HQIM lessons, rehearse critical portions of instruction, analyze student work, anticipate misconceptions, and plan appropriate instructional responses before teaching. The Campus Instructional Specialist, campus administrators, and district coaches will model effective strategies, observe classroom implementation, provide clear and actionable next steps, and return to monitor application and refinement of practice. Additional coaching and support will be differentiated based on teacher experience, demonstrated need, walkthrough trends, student performance data, and appraisal evidence. The district routinely provides content-specific and pedagogical professional development to strengthen teachers' knowledge of grade-level standards, instructional rigor, effective teaching practices, HQIM implementation, assessment practices, differentiation, and strategies for meeting the needs of diverse learners.

Differentiating Support for Newer or Developing Teachers

Mentor Support: each novice teacher is paired with an effective, experienced mentor providing ongoing support with classroom routines and procedures, planning, district expectations, classroom management, and professional responsibilities.

Weekly Instructional Coaching: novice and developing teachers participate in weekly coaching cycles with the Campus Instructional Specialist, an instructional coach, or a designated campus leader, including classroom observation, identification of a high-leverage action step, modeling or rehearsal, actionable feedback, and follow-up.

Upfront Training and Onboarding: new teachers receive targeted initial training in district instructional expectations, HQIM implementation, lesson internalization, classroom routines and procedures, behavior systems, assessment practices, and expectations for PLC participation.

HQIM Lesson Internalization and Rehearsal, Modeling and Practice, and Classroom Management Development: teachers receive additional PLC support to internalize upcoming lessons, anticipate misconceptions, plan scaffolds, and rehearse instruction; observe effective classrooms and rehearse strategies before independent implementation; and receive targeted coaching in routines, engagement, behavior management, Capturing Kids' Hearts practices, transitions, and maximizing instructional time.

Special Population Support: novice teachers receive targeted development in accommodations, modifications, language supports, differentiation, and instructional practices for students receiving special education, emergent bilingual/English learner, Section 504, and MTSS services, embedded into planning and coaching rather than provided solely through stand-alone professional development.

Short-Cycle Growth Goals and Peer Observation: novice and developing teachers maintain individualized growth goals informed by walkthrough evidence, coaching observations, student work, assessment data, and formal appraisal evidence, focused on one or two high-leverage practices at a time, and periodically observe effective teachers and model classrooms to develop a concrete understanding of strong Tier 1 instruction.

Differentiated Professional Development and Certification Support: professional development is based on demonstrated teacher need rather than years of experience alone, with intensified coaching, modeling, rehearsal, co-planning, and follow-up for teachers who need it; uncertified teachers receive differentiated district and campus support to complete certification requirements while simultaneously developing the instructional knowledge and skills necessary for effective classroom practice.

How We Evaluate Whether Training Is Working

Capacity-building efforts for teachers and leaders at Killeen Elementary are grounded in adult learning theory and job-embedded professional learning that provides opportunities to learn, practice, receive feedback, and refine implementation. Professional learning incorporates the Living the Learning model from Leverage Leadership, allowing teachers and leaders to experience and rehearse the instructional and leadership practices they are expected to implement before applying them in classrooms, PLCs, coaching conversations, and leadership settings.

For each professional learning experience, PLC, coaching cycle, or leadership-development session, clear success criteria and observable look-fors are identified in advance and used during follow-up observations and coaching to determine whether the targeted knowledge and skills are transferring into daily practice. When gaps are identified, teachers and leaders receive additional modeling, rehearsal, coaching, actionable feedback, and repeated opportunities to practice.

For teachers, implementation is evaluated through the Campus Walkthrough Tracker, aligned to Texas Teacher Evaluation and Support System dimensions and district instructional priorities. Walkthrough evidence is used to monitor clear learning objectives and visibly posted learning targets; active student engagement and participation strategies; aggressive monitoring and checks for understanding; alignment of instruction to state standards, district curriculum, and pacing expectations; implementation of HQIM with appropriate rigor; and evidence of Capturing Kids' Hearts culture practices, classroom routines, and behavior-management systems.

Observation and Feedback Frequency

Each teacher receives ongoing observation and feedback from the Principal, an Assistant Principal, the Campus Instructional Specialist, or another assigned instructional leader based on demonstrated instructional proficiency and need. Proficient and effective teachers receive classroom walkthroughs and feedback at least monthly. Developing or ineffective teachers receive more intensive observation and feedback weekly to biweekly, based on the identified area of need and progress toward the teacher's action step.

At a minimum, the campus ensures eight documented walkthroughs and two coaching sessions annually for each teacher, with the Principal, Assistant Principals, and Campus Instructional Specialist sharing responsibility for meeting these expectations. Feedback is provided within 48 hours of an observation and identifies a clear, actionable next step. Coaching may include modeling, rehearsal, co-planning, practice, and follow-up observation. Teachers requiring additional support receive increased coaching frequency until evidence demonstrates improved proficiency. The Instructional Leadership Team participates in monthly calibration walks to strengthen consistency in evidence collection, instructional expectations, and the quality of feedback provided to teachers.

Supporting Students in Special Populations

Teachers and campus leaders receive ongoing, job-embedded capacity-building support focused on effectively serving students in special populations, including English learners, students receiving special education services, and students served under Section 504. Teachers and administrators participate in monthly professional development focused on accommodations, differentiation, language supports, inclusive practices, co-teaching, and effective Tier 1 instruction for students receiving specialized services, facilitated by district specialists, campus facilitators, instructional leaders, and special-populations personnel.

Collaborative planning and PLC meetings include targeted analysis of student-group data, student work, accommodations, and instructional response to guide lesson planning, reteaching, intervention, and differentiation. Teachers also receive modeling and coaching in co-teaching, push-in support, scaffolding, and exemplar lesson delivery in classrooms serving high concentrations of students receiving specialized services. Campus leaders receive additional development focused on monitoring instructional quality, implementation of required accommodations and services, legal and procedural compliance, and the effectiveness of supports provided to special populations.

The district has increased the campus's instructional and leadership capacity by assigning two district monolingual instructional coaches and one bilingual instructional coach to provide targeted coaching, modeling, planning support, and follow-up with teachers. Killeen Elementary was also allocated an additional assistant principal to increase leadership capacity for instructional monitoring, teacher coaching, student support, and oversight of campus systems, and the district provided one additional fifth-grade FTE to reduce class size and increase the level of instructional support available to students in a critical tested grade level.

Our Goals for 2026–27

Our overall goal is for Killeen Elementary School to earn a strong accountability rating for the 2026–27 school year. To get there, we are focused on the following targets.

STAAR Performance Goals

The state measures student performance on the STAAR test at three levels — Approaches Grade Level, Meets Grade Level, and Masters Grade Level — with each level representing a deeper level of mastery. Our goal for this school year is:

75%	45%	18%
of students reaching Approaches Grade Level or above	of students reaching Meets Grade Level or above	of students reaching Masters Grade Level

Domain III: Closing the Gaps

In addition to overall performance, the state evaluates how well a campus is closing achievement gaps for its students through a measure called Domain III. This domain is made up of four components, each worth a certain number of points. Here are our targets for each:

Component	Our Target	What It Measures
Academic Achievement	16 of 32 points	The share of students scoring at Meets Grade Level or above in Reading and Math.
Academic Growth	16 of 32 points	How much academic progress students make in Reading and Math compared to their own prior performance.
English Language Proficiency	2 of 4 points	The progress our English learners make in developing English language proficiency each year.
Student Success	8 of 16 points	A combined measure of how our student groups perform across all tested subjects (carried over from the campus's Domain I score).

Our Milestones for This School Year

Below are the key milestones Killeen Elementary School will complete this year to carry out this plan, presented in full so that our community can see exactly what we are committing to.

Milestone 1

Draft a Roles and Responsibilities document outlining the duties of the principal, assistant principals, counselors, and instructional coaches.

Timeline: August 2026

Owners: Principal

Evidence: Roles documents, ILT agendas, and assignments

Support: District TIP guidance

Milestone 2

100% of teachers receive required training and coaching on effective implementation of district-adopted high-quality instructional materials (HQIM), including lesson internalization and maintaining the rigor of the TEKS.

Timeline: August 2026

Owners: Principal and Campus Instructional Specialist

Evidence: Attendance, Professional Learning Community artifacts, and walkthrough documentation

Support: District professional development videos and coaching by campus instructional specialist

Milestone 3

80% of grade-level PLCs will consistently implement a common lesson-internalization and data-analysis process to ensure instruction is aligned to the intended TEKS and rigor, anticipates student misconceptions, incorporates purposeful checks for understanding, and uses student work and assessment data to make timely Tier 1 instructional adjustments.

Timeline: September 2026

Owners: Principal, Assistant Principals, Campus Instructional Specialist and teachers

Evidence: Professional Learning Community agenda, student work, and data protocols

Support: Facilitation and planning time, templates, and data charts

Milestone 4

Campus leaders conduct bi-monthly calibrated walkthroughs focused on HQIM implementation and high-quality Tier 1 instructional practices.

Timeline: October 2026

Owners: Principal and Assistant Principals

Evidence: walkthrough logs, calibration documentation, and feedback

Support: Calendaring observations and coaching

Milestone 5

80% of students identified as needing additional academic support will receive targeted, skill-based intervention aligned to identified TEKS and skill gaps. PLCs will use beginning-of-year and middle-of-year assessment data, common assessments, and student work to intentionally group and regroup students based on demonstrated need and monitor the effectiveness of intervention through ongoing progress-monitoring data.

Timeline: September 2026

Owners: Principal, Assistant Principals, Campus Instructional Specialist, and teachers

Evidence: Data logs, walkthroughs, coaching

Support: Student data meetings and protected time for interventions

Milestone 6

At least 80% of observed classrooms will demonstrate effective Tier 1 implementation of HQIM through grade-level rigor, purposeful student engagement, appropriate questioning and scaffolds, consistent checks for understanding, and responsive instructional adjustments based on student needs.

Timeline: November- December 2026

Owners: Principal, Assistant Principals, Campus Instructional Specialist, Teachers

Evidence: Student work, Walkthroughs, and lessons

Milestone 7

At least 85% of students demonstrate growth from beginning-of-year to middle-of-year on campus/district assessments, with PLCs identifying students and standards requiring additional Tier 1 reteach.

Timeline: February 2027

Owners: Principal, Assistant Principals, Campus Instructional Specialists, and teachers.

Evidence: Data reports, trackers, and instructional adjustments

Support: Intervention resources and assessment data reports

Milestone 8

100% of campus instructional leaders will consistently participate in calibrated walkthroughs, PLC monitoring, data analysis, and coaching cycles using common instructional look-fors to evaluate the effectiveness of Tier 1 instruction and HQIM implementation. Leadership teams will use collected evidence to identify instructional trends, provide actionable feedback, and determine targeted support for teachers and grade-level teams. At least 90% of observed classrooms demonstrate consistent implementation of identified Tier 1/HQIM instructional expectations.

Timeline: March 2027

Owners: Principal, Assistant Principals, and Campus Instructional Specialists

Evidence: Walkthrough documentation and coaching logs

Support: Coaching and Get Better Faster

Milestone 9

Final instructional monitoring cycle targeting a C (75) rating

Timeline: April 2027

Owners: Principal, Assistant Principals, Campus Instructional Specialists, and Teachers

Evidence: Lesson plans, walkthroughs, data logs

Support: Coaching, assessment data reports, and lesson rehearsals

Milestone 10

Review end-of-year data, strategically adjust staff placements and assign students accordingly

Timeline: July-Aug 2027

Owners: Principal, Assistant Principals, and Campus Instructional Specialist

Evidence: Data reports, staff assignments, student class rosters, and master schedule

Support: Special program placement requirements, collaboration with Human Resources, and district instructional leadership

Performance Management: How We Monitor and Adjust This Plan

This section describes, in full, how district and campus leaders will monitor implementation of this plan, who is responsible, how often progress is reviewed, how data is collected, and how progress is shared with stakeholders.

How We Monitor Implementation

The Executive Director of Schools will meet weekly with the Principal for ongoing check-ins and coaching support. During these campus visits, the Executive Director and Principal will review student and instructional data, discuss barriers to implementation, evaluate progress toward TIP priorities, conduct classroom walkthroughs, review coaching and feedback trends, and identify immediate next steps.

Each Thursday, the Principal will submit a weekly update to the Principal Supervisor summarizing observation and feedback trends, leadership capacity and development needs, PLC implementation, instructional patterns, progress on identified action steps, and barriers requiring district support.

In addition to weekly principal check-ins, the Executive Director will regularly participate in Instructional Leadership Team / Operational Leadership Team meetings, PLCs, classroom walkthroughs, and after-school or campus events to maintain direct knowledge of implementation, observe leadership and instructional practices, provide feedback, and offer targeted support to the Principal and campus leadership team.

The Executive Director will also meet monthly with the Principal and Instructional Leadership Team for a strategic TIP review. During these meetings, the team will evaluate progress toward identified milestones, review implementation and outcome data, assess the effectiveness of current strategies, identify barriers, and determine needed adjustments to leadership actions, coaching, professional learning, and resource allocation. Clear next steps, responsible owners, and follow-up actions will be established and revisited during subsequent review cycles.

Who Is Responsible

Progress toward TIP milestones will be reviewed through a shared accountability structure involving campus and district leadership. The Principal will serve as the primary campus owner for monitoring progress toward identified milestones and will review implementation evidence and outcome data with the Instructional Leadership Team on a regular basis.

The Principal Manager/Executive Director will review milestone progress with the Principal during scheduled coaching and performance-management meetings, including evidence of implementation, progress toward lead and lag measures, identified barriers, and necessary adjustments to strategy.

At the district level, the Deputy Superintendent, Assistant Superintendent, Principal Manager, and other appropriate Learning Services leaders will review milestone progress during scheduled school-improvement and quarterly data reviews to ensure alignment, provide support, and determine whether additional intervention or resources are needed.

Progress will be monitored using the campus scorecard, walkthrough and coaching data, PLC implementation evidence, assessment results, student-group performance data, attendance, discipline, and other milestone-specific evidence. When progress is not on track, campus and district leaders will identify corrective actions, assign responsibility, and monitor follow-through during the next review cycle.

How Frequently Progress Is Reviewed

Progress toward milestones will be reviewed through a structured, multi-tiered monitoring process that occurs weekly, monthly, and quarterly. The Principal's Friday huddle with the Executive Director of Schools and the weekly Instructional Leadership Team meetings serve as the primary checkpoints for monitoring progress, addressing implementation barriers, and adjusting instructional priorities in real time.

Each month, the campus will engage in formal milestone check-ins with the Executive Director, Assistant Superintendent, and Deputy Superintendent. Quarterly data presentations to the Executive Leadership Team will provide district leadership with verified milestone progress, ensuring transparency and alignment with school improvement goals and Effective Schools Framework/Effective District Framework priorities.

The Instructional Leadership Team will meet weekly to review instructional data, feedback cycles, and collaborative planning implementation. The Operational Leadership Team will meet routinely to monitor culture and systems milestones related to campus climate, attendance, and student conduct.

How Progress Data Is Collected

Milestone progress data will be collected through multiple evidence sources that triangulate implementation evidence and impact, including: observation and feedback trackers documenting frequency, quality, and growth trends; collaborative planning agendas, annotated lesson plans, Know and Show charts, and data protocol artifacts; professional development attendance records, evaluations, and implementation evidence gathered during classroom walkthroughs; student performance and assessment reports aligned to milestone objectives; and tiered teacher support lists and coaching rosters demonstrating differentiated follow-up and targeted professional support.

The campus walkthrough tracker and district collaborative planning protocols will capture implementation evidence, instructional trends, and progress on teacher action steps. Quantitative data, including benchmark assessments, formative checks, attendance, and discipline information, will be analyzed to track growth and identify areas of concern. Qualitative feedback from coaching logs, reflection forms, and instructional calibration sessions will be used to verify implementation fidelity and support continuous improvement. All data will be stored in a centralized digital milestone tracker, updated weekly by the Dean of Instruction, ensuring that evidence remains current and accessible to all members of the Leadership Team and district support staff.

How Progress Is Shared

Progress toward milestones will be shared through layered communication structures that promote accountability and shared ownership. The Principal and the Executive Director of Schools will review milestone data weekly during the Monday meeting, with summaries and next steps captured in a brief report shared with the Office of School Leadership.

Monthly, the Instructional Leadership Team will compile aggregated walkthrough and collaborative planning data to present during district check-ins with the Curriculum and Instruction Team for feedback and instructional calibration. Quarterly, the Campus Leadership Team will deliver formal milestone presentations to the Executive Leadership Team highlighting implementation evidence, data trends, and next actions.

On campus, progress updates will be shared with staff during faculty meetings, collaborative planning sessions, and instructional planning meetings to celebrate growth, reinforce expectations, and maintain collective focus on improvement priorities, and through staff newsletters highlighting campus achievements, upcoming goals, and instructional priorities. Families will receive milestone updates through monthly parent newsletters, quarterly family engagement events, and campus communication channels highlighting progress in academics, attendance, and school culture, providing clear and accessible information about how the campus is improving and how families can support continued success.

Investing in This Work

This plan is supported through a combination of state and federal funding sources, directed to the following priorities:

- Relay — GSE Leveraging Leadership training — \$109,260 (Title I)
- Curriculum Associates, LLC — i-Ready intervention (State Compensatory Education (SCE) funds)
- Curriculum Associates, LLC — i-Ready Classroom and Ready TX (Instructional Material Allotment Funds)
- HMH Science (Instructional Material Allotment Funds)
- All In Learning — writing assessment platform
- College Board — ST Math / Springboard (Instructional Material Allotment Funds)
- Studies Weekly — Social Studies (Instructional Material Allotment Funds)
- Benchmark Phonics (Instructional Material Allotment Funds)
- Summit K-12- \$6,835.50
- Communities in Schools – Killeen ES (2 FTEs) – approx.. \$43,514
- Minga- \$3,330
- Branching Minds- \$4,978
- iReady- \$32,422
- MAP- \$12,802.75
- Nearpod - \$6,582.08
- RaaWee - \$3,876

This work does not depend on any competitive grant award; if additional grant funding is not received, the supports above will continue to be funded through the sources listed.

We Welcome Your Questions and Feedback

Family and community engagement is an important part of our campus's success. If you have questions about this plan or would like to learn more, please contact the Killeen Elementary School front office, or reach out to your child's teacher or campus administrator.

Thank you for your continued support of Killeen Elementary School and our students.