

**Killeen Independent School District
Harker Heights Elementary School
2022-2023 Campus Improvement Plan**



Mission Statement

Harker Heights Elementary School is an outstanding school where all members of the community realize that academics, character and relationships are equally important for overall student success.

Vision

"We are Harker Heights! Reach for Your Dreams!" By pursuing our dreams with character, relationships and academics; we will achieve our goals. This is the common vision for the entire campus at Harker Heights Elementary. First, we are strong! We have a strong history within our community. We will overcome the obstacles in our lives. We build upon three components: relationships, character and academics. By keeping true to our vision we hope to prepare the path for solid lifelong learners who are well rounded contributors to society.

Value Statement

The values of Harker Heights Elementary which are relationships, character and academics are aligned with the district values, which are: Teamwork, Quality, Integrity, Caring Attitude, Maximum Effort, Achievement, Responsiveness, Classroom Support, Leadership Development, Financial Accountability and Innovation.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Built in 1964, Harker Heights Elementary continues to reach our mission of providing outstanding school experiences where all members of the community realize that academics, character, and relationships are equally important for overall student success. The 2019 overall campus accountability rating was a B. As one of five KISD bilingual campuses, the staff serves a student population comprised of over 50% Hispanic. The campus is part of the Killeen High School and Harker Heights High School feeder patterns. Below is a representation of our campus from the 2020-2021 Texas Academic Performance Report (TAPR).

Demographics:

Hispanic: 44.2% Native American: 0% Asian: 0% African American: 21.3% Pacific Islander: 0% White: 22.2% Two or More Races: 8.9%

Military Connected: 7.3% Economically Disadvantaged: 80.7%. Mobility: 17%. 2019-2020 Attendance Rate: 98.6%

Special Programs:

504: 6.3% At Risk: 51.4% Homeless: 0% EB: 28.4% Bilingual: 28.1% Special Education: 14.1% Gifted & Talented 1.4%

Intellectual Disability: 21.7%. Physical Disability: 44.6%. Autism: 5.4%. Behavioral Disability 28.3%

Faculty Demographics:

Harker Heights Elementary School employs 74 staff to meet the needs of students. The staff is comprised of 51 Teachers, 7 Professional Support, 3 Administration, 13 Aides, 1 full-time Librarian, 2 full-time counselors and additional instructional staff members funded through the CIP. The staff is comprised of 46.3% minority:

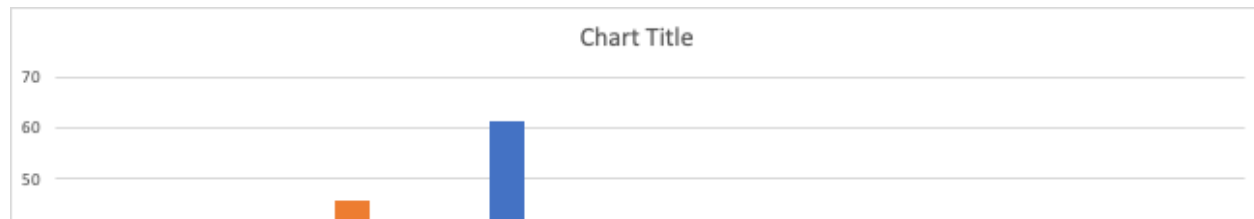
Hispanic: 31.1% Native American: 1.9% Asian: 2.8% African American: 13.6% Pacific Islander: 0% White: 46.6% Two or More Races: 2%

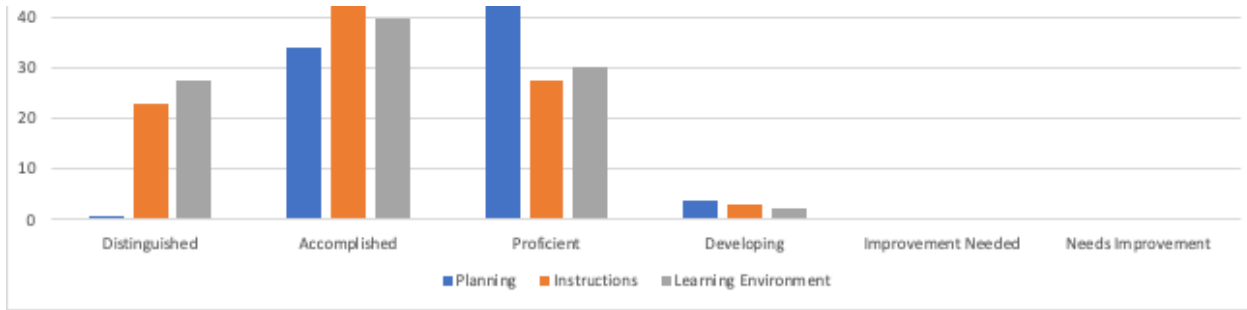
Education Levels and Professional Experience:

Bachelors: 71.9% Masters: 26.2% Doctorate: 1.9%

Beginning: 5.8% 1-5 Years: 33% 6-10 Years: 23% 11-20 Years: 25.3% 21-30 Years: 10.6% 30+ Years: 1.9%

Faculty TTESS Summary:





Teachers excel in Instruction and Learning Environment domains of TTESS. Twenty-three percent of teachers earned Distinguished in the Instruction domain and 27.6% earned Distinguished in Learning Environment. Over 60% of teachers earned Proficient in Planning; 3.6% were rated Developing in Planning. No teachers were rated Improvement Needed or Needs Improvement in any TTESS domains.

Discipline:

336 Referrals for 2021-2022 1 student was assigned to DAEP

Restorative Practices is embedded as part of our behavior management plan. This approach builds upon the components of relationship and character which are foundations of our mission at Harker Heights Elementary. The Restorative Practices approach is designed to teach students appropriate behavior and align the way staff approach student misconduct. The number of discipline referrals increased from 111 to 336. One student was assigned to DAEP. However, our engagement and enrollment increased this year. The students' social skills have been impacted by the pandemic. This was an instructional focus in the 2021-2022 school year and will continue to be a focus in the 2022-2023 school year.

School Year	2021	2022
Assault (contact or threat)	22	81
Bullying (non TEC)	1	4
Computer Violation	1	4
Conduct Toward Others	16	48
Defiance	44	82
Disruption	5	11
Dress Code / ID		2
Harassment – Non Employee	1	
Inappropriate Language		1
Insubordination	1	
Other Minor		1
Other Serious		8
Persistent Misconduct	12	60
Profanity/Obscenity	1	13
Property Damage	1	6
School Bus Serious		1
Theft	2	6
Threat	3	6
Truancy		2

School Year	2021	2022
Weapons / Imitation Weapons	1	
Total	111	336

Demographics Strengths

Campus attendance rate (98.6%) is higher than District (98.1%) and State (98.3%) rates.

More than one-fourth (28.1%) of campus staff hold graduate degrees.

More than half of the staff (60.8%) has 6 or more years experience.

Student Mobility Rate (17%) is less than the District's Mobility Rate (23.2%).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student discipline incidents increased from 111 during the 2020-2021 school year to 336 during the 2021-2022 school year.

Problem Statement 2 (Prioritized): Gifted and Talented students represent 1.4% of students, lower than the District (3.4%) and State (8.3%).

Problem Statement 3 (Prioritized): More than half (65.1%) of teachers were rated Proficient or Developing on the TTESS Planning domain.

Student Learning

Student Learning Summary

Harker Heights Elementary School earned an overall B rating on the 2018-2019 School Accountability Report Card, earning distinction designations in Mathematics, Comparative Academic Growth, Comparative Closing the Gaps, and Post-secondary Readiness. The state provided no ratings due to the declared State of Disaster related to the COVID-19 pandemic during the 2019-2020 and 2020-2021 school years. Students at Harker Heights Elementary participate in state mandated testing in addition to NWEA MAP testing, a universal screener.

2022 STAAR

Subject	Rating	Campus 2021	Campus 2022	District 2022	State 2022
3rd Grade Reading	Approaches	69	78	73	77
	Meets	35	49	44	55
	Masters	15	23	24	31
3rd Grade Math	Approaches	68	72	66	70
	Meets	23	34	33	42
	Masters	9	19	14	21
4rd Grade Reading	Approaches	60	88	73	77
	Meets	22	55	47	54
	Masters	9	29	23	29
4th Grade Math	Approaches	63	67	60	69
	Meets	34	40	31	41
	Masters	25	21	16	23
5th Grade Reading	Approaches	73	88	78	80
	Meets	39	64	51	57
	Masters	20	43	31	37
5th Grade Math	Approaches	86	89	72	76
	Meets	58	67	39	47
	Masters	35	42	17	24
5th Grade Science	Approaches	66	68	55	66
	Meets	20	36	25	37
	Masters	8	6	9	17

In general, student achievement increased at the campus level from 2021 to 2022. However, students are performing lower than their peers when compared at the District and State in some areas. Yellow indicates Campus 2022 student achievement is lower than Campus 2021 student achievement. Green indicates District 2022 student achievement is higher than the Campus 2022 student achievement. Blue indicates State 2022 student achievement is higher than the Campus 2022 student achievement.

STAAR Performance Levels by Target Populations (See Addendum)

STAAR Performance Levels: Target Populations																			
Group	Grade	STAAR 2021 Reading			STAAR 2022 Reading			STAAR 2021 Mathematics			STAAR 2022 Mathematics			STAAR 2021 Science			STAAR 2022 Science		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
HARKER HEIGHTS EL	3	69	35	15	78	49	23	68	23	9	72	34	19						
Current EB/EL	3	55	27	23	88	68	28	68	21	7	86	59	38						
Bilingual	3	69	38	31	95	76	33	82	27	9	96	68	44						

ESL	3	20	0	0	-	-	-	20	0	0	-	-	-						
Special Education	3	50	25	0	60	15	10	50	0	0	67	19	5						
Gifted/Talented	3	-	-	-	-	-	-	-	-	-	-	-	-						
At-Risk	3	50	28	19	65	39	13	61	20	7	72	34	22						
HARKER HEIGHTS EL	4	60	22	9	88	55	29	63	34	25	67	40	21						
Current EB/EL	4	67	29	8	90	60	23	79	42	33	53	27	7						
Bilingual	4	63	21	5	96	58	25	74	37	26	54	25	4						
ESL	4	80	60	20	60	60	0	100	60	60	40	20	0						
Special Education	4	25	0	0	59	29	18	42	8	8	35	18	6						
Gifted/Talented	4	-	-	-	-	-	-	-	-	-	-	-	-						
At-Risk	4	56	22	6	85	48	24	66	31	25	58	32	9						
HARKER HEIGHTS EL	5	73	39	20	88	64	43	86	58	35	89	67	42	66	20	8	68	36	6
Current EB/EL	5	68	48	24	92	69	46	100	68	48	96	77	58	76	36	12	77	46	4
Bilingual	5	70	48	22	88	71	47	100	74	52	100	88	65	74	39	13	76	41	0
ESL	5				100	63	38				88	63	50				75	50	13
Special Education	5	47	24	12	57	36	14	76	41	18	71	36	21	35	6	0	36	14	0
Gifted/Talented	5	100	100	100	-	-	-	100	100	100	-	-	-	100	86	57	-	-	-
At-Risk	5	60	36	16	83	60	42	87	49	29	88	66	42	58	22	7	63	35	5

Third Grade student achievement in the ELL, Bilingual, ESL, Special Education and Gifted & Talented sub groups increased in the Approaches, Meets and Masters levels in Mathematics and Reading from the previous year. However while At-Risk students generally had increased performance, student achievement at the Masters level in Reading decreased from 19 in 2021 to 13 in 2022.

Fourth Grade student achievement in the ELL, Bilingual, ESL, Special Education and At-Risk sub groups decreased in the Approaches, Meets and Masters levels in Mathematics and Reading from the previous year. At-Risk students increased by one percent from the previous year at the meets level in Mathematics.

Fifth Grade student achievement in the ELL, Bilingual, ESL, Special Education, Gifted & Talented, and At-Risk sub groups increased in the Approaches, Meets, and Masters levels in Reading. In Mathematics, student achievement decreased for EL students at the Approaches level and Meets level for Special Education students. All subgroups had decreased performance at the Masters level in Science.

Campus Closing The Gaps Goals

	All	African American	Hispanic	White	Two or More Races	Special Education	Eco. Disadv.	EL/EB
2022 Goal - Reading	39%	36%	40%	45%	35%	12%	34%	38%
2022 Campus STAAR Reading	49%	23%	60%	67%	40%	15%	50%	68%
2022 Goal - Math	48%	45%	53%	47%	47%	15%	47%	48%
2022 Campus STAAR Math	34%	8%	45%	42%	40%	19%	34%	59%

House Bill 3 Early Childhood Literacy & Math Boards sets the goal of 60% of students at or about grade level by 2030. See Harker Heights Elementary Goals in Addendum. The campus, as a whole surpassed the 39% goal in reading with 49%. However, the African American student group did not meet the performance. The campus as a whole did not meet the goal of 48% in mathematics. Thirty-four percent of students scored Meets or above on STAAR Math.

2022 TELPAS

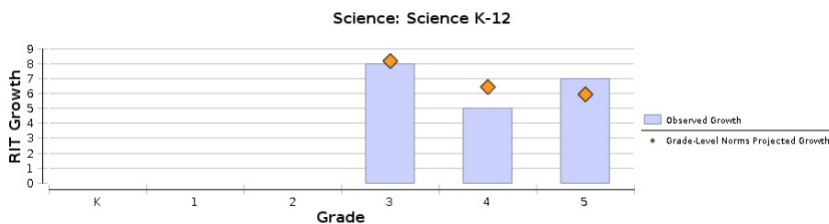
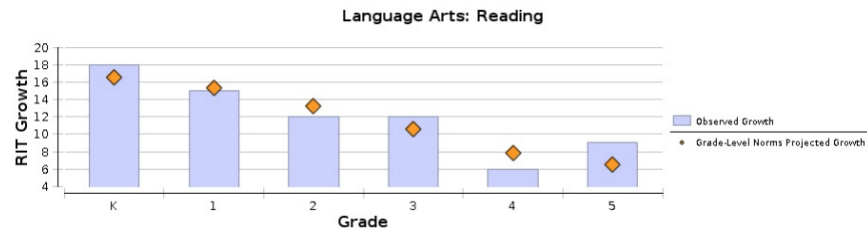
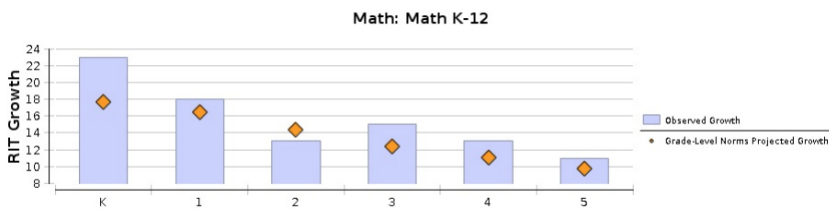
TELPAS 2022								
Grade	Listening				Speaking			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
K	42/33/100	31/28/-	18/21/-	10/18/-	49/40/100	27/27/-	16/17/-	8/15/-
1	20/16/48	34/36/42	27/31/10	19/16/-	28/21/52	33/33/42	24/31/6	16/15/-
2	9/3/-	24/18/13	41/46/43	27/33/43	22/27/30	56/61/65	20/11/-	3/1/04
3	4/2/-	11/6/03	33/34/41	52/58/55	14/21/24	49/60/52	31/18/24	6/1/-

	7/27/13	11/9/13	3/31/14	5/23/14	10/21/14	1/20/15	5/18/15	9/17/15
4	15/8/-	28/29/34	37/41/34	21/22/31	15/26/13	37/48/47	42/25/38	6/2/03
5	10/7/13	21/18/13	37/37/19	31/38/55	14/21/16	35/44/45	44/33/39	7/2/-
	Reading				Writing			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
K	66/56/100	17/20/-	10/11/-	7/13/-	69/62/100	17/17/-	9/10/-	5/11/-
1	44/41/74	27/26/16	16/17/10	13/16/-	48/43/77	28/27/19	14/16/3	10/13/-
2	36/28/22	36/37/35	21/22/30	8/13/13	32/28/13	36/39/65	22/22/22	11/10/-
3	20/15/10	32/35/41	23/24/21	24/27/28	19/18/7	35/40/59	29/33/34	17/9/-
4	13/8/-	36/34/50	24/31/22	27/26/28	11/8/09	28/31/16	34/37/56	28/23/19
5	9/5/10	27/21/13	25/29/26	40/45/52	8/4/10	21/18/19	34/43/13	37/35/58

Key: State / KISD / Campus

Students participating in TELPAS testing, in general, under perform in grades K-1 in relation to their District and State peers. Student skills increased in Listening, Reading, and Writing, as they engaged in grades 2-5, out performing their peers in the District and State in the Advanced and Advanced High categories. However, students are likely to stay in the Intermediate or Advanced groups in the area of Speaking.

MAPS Data (Student Growth Universal Screener):



Students in Kindergarten performed higher than projected growth levels in mathematics and reading.

Students in First Grade performed higher than projected growth in mathematics; students did not meet projected growth in Reading.

Students in Second Grade did not meet projected growth in Mathematics and did not meet projected growth in Reading.

Students in Third Grade performed higher than projected growth in Mathematics and Reading. Students did not meet projected growth in Science.

Students in Fourth Grade performed higher than projected growth in Mathematics. Students performed lower than projected growth in Reading and Science.

Students in Fifth Grade performed higher than projected growth in Mathematics, Reading, and Science.

Student Learning Strengths

Student achievement for meeting grade-level started (Meets) is above the district average on all tests.

Students in grades 2-5 are more likely to score Advanced High in Listening and Reading on TELPAS than their District and State peers.

Kindergarten, Third, and Fifth grade students performed higher than the projected growth in Mathematics and Reading on the NWEA Map assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Zero students in grades Kindergarten through Fifth Grade scored Advanced High in Speaking on the TELPAS assessment.

Problem Statement 2 (Prioritized): Zero students in grades Kindergarten through Third Grade scored Advanced High in Writing on the TELPAS assessment.

Problem Statement 3 (Prioritized): 100% of Kindergarten students scored Beginning on Listening, Speaking, Reading, and Writing on the TELPAS assessment.

Problem Statement 4 (Prioritized): Students performed below expected growth in Third Grade (Growth: 8, Expected Growth: 8.2) and Fourth Grade (Growth: 5, Expected Growth: 6.4) on the Science NWEA Map Growth Assessment.

Problem Statement 5 (Prioritized): The percentage of Fifth Grade students scoring at the Meets level (36%) and Masters (6%) in Science is below State Meets (37%) and Masters (17%) levels on the STAAR assessment. EL (12 to 6), Bilingual (13 to 0), and At-Risk (7 to 5) student performance decreased at Masters achievement level.

Problem Statement 6 (Prioritized): Students performed below expected growth in First Grade (Growth: 15, Projected Growth: 15.3), Second Grade (Growth: 12, Projected Growth: 13.2), and Fourth Grade (Growth: 6, Projected Growth: 7.9) on the Reading NWEA Map Growth Assessment.

Problem Statement 7 (Prioritized): The percentage of Third Grade students scoring at Meets (49%) and Masters (23%) in Reading is below State Meets (55%) and Masters (31%) levels on the STAAR assessment. At-Risk student performance at the Masters level decreased from 19 in 2021 to 13 in 2022.

Problem Statement 8 (Prioritized): Students performed below expected growth in Second Grade (Growth: 13, Projected Growth: 14.4) on the Math NWEA Map Growth Assessment.

Problem Statement 9 (Prioritized): The percentage of Third Grade students scoring at the Meets level (49%) is below the State (55%). Students scoring Masters (23%) is below the District (24%) and State (31%) on the Math STAAR assessment.

Problem Statement 10 (Prioritized): The percentage of Fourth Grade students scoring at the Meets level (40%) is below the State (41%); students scoring Masters (21%) is below the State (23%) on the Math STAAR assessment. EL student performance decreased from 42 to 27 at the Meets and 33 to 7 at Masters. Bilingual student performance decreased from 74 to 54 at Approaches, 37 to 25 at Meets, and 26 to 4 at Masters.

Problem Statement 11 (Prioritized): Fifth Grade EL student performance decreased from 100 to 96 at Approaches and Special Education students decreased from 41 to 36 at Meets on the Mathematics STAAR assessment.

Problem Statement 12 (Prioritized): There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

School Processes & Programs

School Processes & Programs Summary

School Organization:

"Students Today, Leaders Tomorrow!" is the common theme for the entire campus at Harker Heights Elementary. We believe character, academics and relationships are equally important and the foundation for every decision made. This criteria is the launching pad for our decision making and this criteria will not change. By using the launching pad of relationships, character and academics, we prepare the foundation for well-rounded contributors to society. With a common vision, we build toward ultimate academic success for all students. We work hard to obtain our dreams. By keeping our eyes on the future success, we maintain a solid course of action.

Due to the pandemic, time was built into the master schedule to focus on language arts and math instruction. Harker Heights Elementary has PLC meetings each Thursday with most grade levels and programs for 50 minutes. 100% of the professional staff including all programs and all administrators attend weekly PLC and staff development. Instructional aides have professional development at the beginning of the school year. The PLC meetings focus on planning with clarity and growing professionally for best practices in the classrooms. An agenda is created to ensure the meetings are driven by the needs of each grade level and program.

The Site Based Decision Making Committee meets monthly to discuss and review the expenditure of supplemental funds, instructional practices, parental involvement, campus culture and schedules. The Leadership Team meets weekly to discuss key aspects of our campus. All meetings are collaborative and serve as the driving force of student success. RTI meets monthly with all members of the grade level participating. Each grade level meets separately with the RTI coordinators and administration to address student progress.

Celebrations

Student success is celebrated in a variety of ways at Harker Heights Elementary. Academic Awards are presented quarterly. Leadership is awarded monthly honoring students per class for their service and character. The Harker Heights Leadership Student Council is made up of members earning the Leadership Award. These students meet monthly and develop service projects.

Curriculum and Instruction

COVID-19 pandemic has impacted the curriculum needs for 2021-2022. There has been a challenge with vertical alignment for lost instruction due to the pandemic. Differentiation of instruction based on instructional need will continue to be critical in 2022-2023. Knowledge of curriculum and vertical alignment will be essential for professional development.

All teachers including special program teachers and interventionists will plan weekly during their conference time with the Curriculum Specialists. A half day will be set aside at the beginning of each quarter to develop a overall plan for curriculum implementation and analysis. Harker Heights Elementary instruction and assessment are developed through the implementation of alignment to the TEKS Resource System. This system is supported by Killeen I.S.D. and provides alignment to expectations. The Gradual Release framework is the driving force in planning.

The master schedule has specific time blocked for each of the core subjects. Special programs including intervention are aligned with the master schedule. The master schedule drives the time frames to maximize the instructional day. The master schedule also allows administration to coordinate more targeted short walks to ensure the fidelity and validity of the programs and instructional practices. The master schedule includes 5 30 minute blocks for Language Arts and 5 30 minute blocks for Math instruction. Short walks and coaching walks provided by the principal and assistant principals focus on instructional strategies designated in PLC's. Teachers have a common planning period which is supported by the master schedule. This planning is supported by administration.

Targeted Intervention will continue to be critical for student success. A 30 minute intervention block is included in the ELAR block. An additional 30 minute intervention block is included in the Math block. Our instructional aides are scheduled to assist with small group instruction. Our professional interventionists will be scheduled to assist with Language Arts instruction for grades 2-5.

Harker Heights Elementary is a bilingual campus. Bilingual classes are provided in all grades from PK-5th grade. We also have a large ELL population. ELL is supported by certified

ELL teachers in all grades from PK-5th grade. Our GT program is incorporated curriculum which addresses the needs of GT students. GT students are supported by certified GT teachers in all grades. Dyslexia and special education needs are supported with certified teachers. Special Education includes resource, inclusion, speech, and behavior management services. Intervention teachers utilize LLI to assist students struggling with reading in grades 3-5.

Individual student growth in Reading, Writing, Math and Science is aligned to RtI and special programs. "Are the students making progress?" Growth is the key! This is the common question when determining need. "Are the students in the first, second, third or fourth quartile?" "What can we do to provide better intervention and differentiation?" MAPS, CUA's, STAAR are the basic criteria analyzed. Information from the analysis is utilized in planning, intervention and determination for special programs through RtI.

Family Engagement:

Family Night is a tradition at Harker Heights. The mass communication phone system, BB Communications, SMORE, and Facebook are critical for outreach to the families. The Campus Improvement Plan, Home School Compact, and Parent Surveys are some of the items addressed in the family meetings. All communication is submitted in English and Spanish. A Community in Schools representative provides additional support for family engagement.

Staff Recruitment and Retention

Harker Heights staff is comprised of 12 administrators, 47.5 teachers, 25 aides, 3 secretaries, 1 media aide, 8 cooks, 2.5 day custodians and 3.5 evening custodians. All professional staff meet Title I expectations. New teachers are supported through the mentoring program and monthly campus meetings.

Professional development is ongoing at the campus, district and state level. Professional development is provided by district and campus staff. This development is based on district focus and instructional need. Reading Academy, Guided Math, and Restorative Practices are the primary focus for professional learning. Science instruction and vertical alignment will be increased focus during professional development. Effective intervention remains a critical area of focus. Guided Math and Science instruction will be the target for professional development for the 2022-2023 school year. Coaching Walks and Gradual Release will build teacher efficacy in professional strategies.

The staff is an integral part of the decision making process. There is a true understanding of the campus vision. The campus is driven by decision making by SBDM, Campus Conduct, Non-Violent Crisis Intervention, DEAC, Hospitality, Technology, and Campus Wellness.

Safety:

Harker Heights Elementary will be compliant with all safety procedures and safety drills. Restorative Practices is a program used to build self-esteem, provide consistency with classroom management, and assist with the discouragement of bullying. Harker Heights Elementary has an 0 incidents of vandalism in over twenty years. This statistic is due to the structure of procedures and the relationships with the community! Safety is routine. Students are taught to "take a knee and turn in the direction of a whistle." This is practiced in P.E. and during recess. It helps line up students at the end of class. It also helps with being able to communicate quickly and efficiently.

Technology:

Providing students and staff with high quality technology is an integral component of the campus vision to provide personalized instruction. Harker Heights Elementary has a one to one ratio of technology to student. Our district is making the transition to online STAAR testing to meet state requirements. Our students show a stenth in utilizing handheld devices, but they are not equipped with using desktop tools such as mouse, and keyboard. This is especially true when it comes to expressing complete thoughts using a digital platform. Our students need instruction and practice in this area, not only for the STAAR test but also as a life skill as we seek to build future ready students.

School Processes & Programs Strengths

The campus vision is a strength. Staff and parents can explain the vision of character, relationships and academics being equally important.

The Master Schedule which provides each teacher with aligned 55 minute time slots for planning and conferencing is a strength. This master schedule aligns special programs where

time is maximized for each child. Classroom instruction, special programs such as special education, dyslexia and ESL, music and p.e. are work based on the 55 minute time blocks with 5 minutes between each block for student transfer. There are no minutes lost in the schedule!

Data analysis is based on quartiles and student growth. Everyone speaks the same language. Data analysis drives RtI processes and intervention processes.

Professional Development is ongoing and applicable to student need. The faculty is filled with vibrant willing learners. 100% of all professional staff and instructional aides participate in professional development.

Communication between the administrative team is a strength. Focus on technology is a strength as there is one to one ratio on student technology.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In the 21-22 school year teachers struggled with lesson planning that provided students with the rigor needed to meet grade level standards through the implementation of the Gradual Release of Responsibilities model.

Problem Statement 2 (Prioritized): In the 21-22 school year there was a gap in the foundation skills which impacted vertical alignment. In turn, there was a significant achievement gap requiring intervention and differentiation. The time to plan for intervention and differentiation impacted all professional staff.

Problem Statement 3 (Prioritized): Students have access to technology, but lack skills in using the device in an academic environment.

Perceptions

Perceptions Summary

Harker Heights Elementary is known as a neighborhood school. It has a rich history of community and family support. Harker Heights Elementary is the hub of the neighborhood. The building itself is the oldest public building in Harker Heights that is still being used for its original purpose. It is respected by parents and community. The businesses, churches, civic clubs, and neighbors support the children of the school. Second and third generations proudly boast of having attended HHES.

Family nights returned in 2021-2022. Family nights were cancelled in the months of January and February due to the increase of COVID cases. We averaged 389 in parent attendance for family nights.

Parent surveys were distributed at the beginning of the year and at the end of each quarter. There is an average of over 300 submissions to these surveys.

Harker Heights Elementary is a bilingual community. Volunteering is limited due to the working community. Bilingual parents feel comfortable at our school. There is a warm feeling of respect for all parents and visitors. Parents trust us to take care of the students. No one gains access to the school without entering the office. The procedure is for all who enter the building will come to the front office. We used the T-PASS system to scan ID's. It is friendly, but it is firm.

Harker Heights Elementary has a strong support within the community. Harker Heights Southstar Bank, H.E.B., Harker Heights Rotary, Harker Heights Kiwanis and the Harker Heights Chamber of Commerce are regular supporters of the students and staff at Harker Heights Elementary. Each child's physical needs are met with coats, shoes and clothing. KISD provided school supplies in the 2021-2022 school year for each child. Still, most years, school supplies are provided for the children by the community. In turn, the students support the community by writing thank you notes. Students at Harker Heights Elementary donated over 5,000 cans of food to the Killeen Food Center. The students are known for caring for others.

We must always be cognizant of finding ways to communicate with the parents and community. What is the most effective way to reach the parents? In a school of poverty, the phone numbers are not always current or available. Body language speaks louder than words. We must make certain all staff treat all parents with dignity and respect. A bilingual school must make certain that communication is projected in both English and Spanish. Ongoing communication through SMORE newsletters, phone calls, emails, and personal contact is critical for establishing a warm culture.

100% compliance is expected with all safety procedures. Students are taught to take a knee when a whistle is blown and turn in the direction of the speaker. This safety procedure allows for focus during safety situations. Safety procedures are practiced regularly.

Perceptions Strengths

Family Involvement is a strength. Family nights returned in 2021-2022. Family nights were cancelled in the months of January and February due to the increase of COVID cases. We averaged 389 in parent attendance for family nights.

Community Support - the support for the students is strong. Local businesses, churches and service clubs support the school financially and reaching out to our students/parents with support. There is solid community support for our students. In turn, our students support our community. The students write thank you letters to community members. Our counselors and our Community in Schools representative assisted with community support.

Communication is ongoing with SMORE newsletters, Blackboard Connect, emails, and face to face conversations. All communication is delivered in English and Spanish. Parents are greeted each morning, throughout the day and at dismissal. Communication is a strength.

100% compliance is expected with all safety procedures. Students are taught to take a knee when a whistle is blown and turn in the direction of the speaker. This safety procedure allows for focus during safety situations. Safety procedures are practiced regularly.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While we averaged 389 parents and community members during our family nights, the involvement of parent and community members during the instructional day was less than 5% during the 2021-2022 school year.

Priority Problem Statements

Problem Statement 1: Student discipline incidents increased from 111 during the 2020-2021 school year to 336 during the 2021-2022 school year.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 13: Zero students in grades Kindergarten through Fifth Grade scored Advanced High in Speaking on the TELPAS assessment.

Root Cause 13:

Problem Statement 13 Areas: Student Learning

Problem Statement 17: In the 21-22 school year teachers struggled with lesson planning that provided students with the rigor needed to meet grade level standards through the implementation of the Gradual Release of Responsibilities model.

Root Cause 17:

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 2: While we averaged 389 parents and community members during our family nights, the involvement of parent and community members during the instructional day was less than 5% during the 2021-2022 school year.

Root Cause 2:

Problem Statement 2 Areas: Perceptions

Problem Statement 14: Gifted and Talented students represent 1.4% of students, lower than the District (3.4%) and State (8.3%).

Root Cause 14:

Problem Statement 14 Areas: Demographics

Problem Statement 12: Zero students in grades Kindergarten through Third Grade scored Advanced High in Writing on the TELPAS assessment.

Root Cause 12:

Problem Statement 12 Areas: Student Learning

Problem Statement 18: In the 21-22 school year there was a gap in the foundation skills which impacted vertical alignment. In turn, there was a significant achievement gap requiring intervention and differentiation. The time to plan for intervention and differentiation impacted all professional staff.

Root Cause 18:

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 15: More than half (65.1%) of teachers were rated Proficient or Developing on the TTESS Planning domain.

Root Cause 15:

Problem Statement 15 Areas: Demographics

Problem Statement 11: 100% of Kindergarten students scored Beginning on Listening, Speaking, Reading, and Writing on the TELPAS assessment.

Root Cause 11:

Problem Statement 11 Areas: Student Learning

Problem Statement 19: Students have access to technology, but lack skills in using the device in an academic environment.

Root Cause 19:

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 10: Students performed below expected growth in Third Grade (Growth: 8, Expected Growth: 8.2) and Fourth Grade (Growth: 5, Expected Growth: 6.4) on the Science NWEA Map Growth Assessment.

Root Cause 10:

Problem Statement 10 Areas: Student Learning

Problem Statement 9: The percentage of Fifth Grade students scoring at the Meets level (36%) and Masters (6%) in Science is below State Meets (37%) and Masters (17%) levels on the STAAR assessment. EL (12 to 6), Bilingual (13 to 0), and At-Risk (7 to 5) student performance decreased at Masters achievement level.

Root Cause 9:

Problem Statement 9 Areas: Student Learning

Problem Statement 8: Students performed below expected growth in First Grade (Growth: 15, Projected Growth: 15.3), Second Grade (Growth: 12, Projected Growth: 13.2), and Fourth Grade (Growth: 6, Projected Growth: 7.9) on the Reading NWEA Map Growth Assessment.

Root Cause 8:

Problem Statement 8 Areas: Student Learning

Problem Statement 7: The percentage of Third Grade students scoring at Meets (49%) and Masters (23%) in Reading is below State Meets (55%) and Masters (31%) levels on the STAAR assessment. At-Risk student performance at the Masters level decreased from 19 in 2021 to 13 in 2022.

Root Cause 7:

Problem Statement 7 Areas: Student Learning

Problem Statement 6: Students performed below expected growth in Second Grade (Growth: 13, Projected Growth: 14.4) on the Math NWEA Map Growth Assessment.

Root Cause 6:

Problem Statement 6 Areas: Student Learning

Problem Statement 5: The percentage of Third Grade students scoring at the Meets level (49%) is below the State (55%). Students scoring Masters (23%) is below the District (24%) and State (31%) on the Math STAAR assessment.

Root Cause 5:

Problem Statement 5 Areas: Student Learning

Problem Statement 4: The percentage of Fourth Grade students scoring at the Meets level (40%) is below the State (41%); students scoring Masters (21%) is below the State (23%) on the Math STAAR assessment. EL student performance decreased from 42 to 27 at the Meets and 33 to 7 at Masters. Bilingual student performance decreased from 74 to 54 at Approaches, 37 to 25 at Meets, and 26 to 4 at Masters.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 3: Fifth Grade EL student performance decreased from 100 to 96 at Approaches and Special Education students decreased from 41 to 36 at Meets on the Mathematics STAAR assessment.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 16: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Root Cause 16:

Problem Statement 16 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results





Goals

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: By the end of 2022-2023 school year, student achievement in mathematics will increase by 10% in meets grade-level on state assessment, for all student groups.

Evaluation Data Sources: STAAR, NWEA Map, CUA

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will team plan math lessons emphasizing the process standards, small group instruction, and the use of manipulatives. Grades PK-2 will implement Math Talks. Grades 3-5 will follow the Guided Math Model.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 8, 9, 10, 11</p> <p>Funding Sources: Workbooks to support math instruction for students - 166 - State Comp Ed - 166.11.6399.00.105.30.AR0 - \$8,094, Workbooks to support math instruction for bilingual students - 165/B10 - Bilingual - 165.11.6399.00.105.25.BI0 - \$1,420</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During scheduled Professional Learning Communities, teachers will analyze student data and work to identify possible student misunderstanding, proactively developing teaching techniques to mitigate concerns in upcoming lessons.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teacher</p> <p>Problem Statements: Student Learning 8, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Reduced Class Size Teacher in 4th grade will address the instructional need of students. This reduced size class will enable more small group differentiated instruction across the grade level.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 8, 9, 10, 11</p> <p>Funding Sources: Reduced Class Size Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.105.30.000 - \$68,973</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 3: More than half (65.1%) of teachers were rated Proficient or Developing on the TTESS Planning domain.</p>
Student Learning
<p>Problem Statement 1: Zero students in grades Kindergarten through Fifth Grade scored Advanced High in Speaking on the TELPAS assessment.</p> <p>Problem Statement 2: Zero students in grades Kindergarten through Third Grade scored Advanced High in Writing on the TELPAS assessment.</p> <p>Problem Statement 3: 100% of Kindergarten students scored Beginning on Listening, Speaking, Reading, and Writing on the TELPAS assessment.</p> <p>Problem Statement 8: Students performed below expected growth in Second Grade (Growth: 13, Projected Growth: 14.4) on the Math NWEA Map Growth Assessment.</p> <p>Problem Statement 9: The percentage of Third Grade students scoring at the Meets level (49%) is below the State (55%). Students scoring Masters (23%) is below the District (24%) and State (31%) on the Math STAAR assessment.</p> <p>Problem Statement 10: The percentage of Fourth Grade students scoring at the Meets level (40%) is below the State (41%); students scoring Masters (21%) is below the State (23%) on the Math STAAR assessment. EL student performance decreased from 42 to 27 at the Meets and 33 to 7 at Masters. Bilingual student performance decreased from 74 to 54 at Approaches, 37 to 25 at Meets, and 26 to 4 at Masters.</p> <p>Problem Statement 11: Fifth Grade EL student performance decreased from 100 to 96 at Approaches and Special Education students decreased from 41 to 36 at Meets on the Mathematics STAAR assessment.</p>

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: By the end of the 2022-2023 school year, 3rd-5th grades student achievement in Reading will increase by 10% in meets grade-level on state assessment, for all student groups. Seventy percent of students, K-5, will meet or exceed expected growth measure on NWEA Map assessment.

Evaluation Data Sources: STAAR, TELPAS, MAP, CUA

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will team plan to design lessons using cross curricular texts, implementing the Next Generation Balanced Literacy Model with instruction in Phonics, Spelling, Word Study, and Writing.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 6, 7</p> <p>Funding Sources: Online Services (Newsela) for differentiated & cross curricular texts - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$4,800, Student Reading Materials (Social Studies Weekly) for cross curricular texts - 211 - ESEA, Title I Part A - 211.11.6329.00.105.30.000 - \$718, Student Reading Materials (Social Studies Weekly) for cross curricular texts - 165/BI0 - Bilingual - 165.11.6329.00.105.25.BI0 - \$359, Student Reading Materials (Scholastic Magazines) for Grades PK-2 - 211 - ESEA, Title I Part A - 211.11.6329.00.105.30.000 - \$1,441, Student Reading Materials (Scholastic Magazines) for Grades PK-2 - 165/BI0 - Bilingual - 165.11.6329.00.105.25.BI0 - \$700, Student Reading Materials (Spanish Scholastic Magazines) for Grades K-12 - 165/BI0 - Bilingual - 165.11.6329.00.105.25.BI0 - \$700, High Interest Classroom Library Books for bilingual classrooms - 165/BI0 - Bilingual - 165.11.6329.00.105.25.BI0 - \$2,000, Workbooks to support supplemental reading/writing instruction for all students - 166 - State Comp Ed - 166.11.6399.00.105.30.AR0 - \$9,594, Workbooks to support bilingual reading/writing instruction for all students - 165/BI0 - Bilingual - 165.11.6399.00.105.25.BI0 - \$1,600</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: During scheduled Professional Learning Communities, teachers will analyze student writing based on STAAR 2.0 rubrics, develop writing strategies, and monitor student performance.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 2, 3, 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Aides will address specific needs of students in small groups and targeting differentiated instruction. SCE instructional aide will work with At-Risk students. In the bilingual classrooms, bilingual instructional aides will assist bilingual students. Title I instructional aides will work with all students. Intervention will be implemented during designated campus wide intervention block.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 6, 7</p> <p>Funding Sources: At Risk Instructional Aides (2) - 166 - State Comp Ed - 166.11.6129.00.105.30.AR0 - \$59,752, Instructional Aides - (5.5) - 211 - ESEA, Title I Part A - 211.11.6129.00.105.30.000 - \$116,891</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: More than half (65.1%) of teachers were rated Proficient or Developing on the TTESS Planning domain.</p>
Student Learning
<p>Problem Statement 1: Zero students in grades Kindergarten through Fifth Grade scored Advanced High in Speaking on the TELPAS assessment.</p>
<p>Problem Statement 2: Zero students in grades Kindergarten through Third Grade scored Advanced High in Writing on the TELPAS assessment.</p>
<p>Problem Statement 3: 100% of Kindergarten students scored Beginning on Listening, Speaking, Reading, and Writing on the TELPAS assessment.</p>
<p>Problem Statement 6: Students performed below expected growth in First Grade (Growth: 15, Projected Growth: 15.3), Second Grade (Growth: 12, Projected Growth: 13.2), and Fourth Grade (Growth: 6, Projected Growth: 7.9) on the Reading NWEA Map Growth Assessment.</p>

Student Learning





Problem Statement 7: The percentage of Third Grade students scoring at Meets (49%) an Masters (23%) in Reading is below State Meets (55%) and Masters (31%) levels on the STAAR assessment. At-Risk student performance at the Masters level decreased from 19 in 2021 to 13 in 2022.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 3: By the end of the 2022-2023 school year, 5th grade student achievement in Science will increase by 10% in meets grade-level on state assessments, for all student groups. Students in 3rd and 4th grades will exceed projected growth on end of year NWEA Map assessment.

Evaluation Data Sources: STAAR, NWEA Map, CUA

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, grades 3-5, will team plan science lessons, implementing STEM Scopes with fidelity and incorporating hands-on labs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 5</p> <p>Funding Sources: Science Instructional Supplies for Hands on Lessons - 211 - ESEA, Title I Part A - 211.11.6399.00.105.30.000 - \$14,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During scheduled Professional Learning Communities, teachers will analyze student data and make connections to students' prior knowledge, experiences, interests and future learning expectations across content areas.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will have multiple opportunities to engage with learned science concepts and skills in various formats and through regular spiral review.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 5</p> <p>Funding Sources: Workbooks to support science instruction for students - 211 - ESEA, Title I Part A - 211.11.6399.00.105.30.000 - \$8,100, Workbooks to support science instruction for students - 165/BI0 - Bilingual - 165.11.6399.00.105.25.BI0 - \$1,420, Online Subscription, Grades 2-5, The Visual Non Glossary - 165/ES0 - ELL - 165.11.6299.OL.105.25.ES0 - \$1,900</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: More than half (65.1%) of teachers were rated Proficient or Developing on the TTESS Planning domain.</p>
Student Learning
<p>Problem Statement 4: Students performed below expected growth in Third Grade (Growth: 8, Expected Growth: 8.2) and Fourth Grade (Growth: 5, Expected Growth: 6.4) on the Science NWEA Map Growth Assessment.</p>
<p>Problem Statement 5: The percentage of Fifth Grade students scoring at the Meets level (36%) and Masters (6%) in Science is below State Meets (37%) and Masters (17%) levels on the STAAR assessment. EL (12 to 6), Bilingual (13 to 0), and At-Risk (7 to 5) student performance decreased at Masters achievement level.</p>

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 4: Monitoring student performance and implementing RTI , 70% or more students will meet or exceed expected growth on Circle and NWEA Map assessments.

Evaluation Data Sources: NWEA Map
Circle
CUA

Strategy 1 Details	Reviews			
<p>Strategy 1: To improve student achievement and close gaps of minority students, teachers will plan and implement high yield instructional strategies that utilize manipulatives, reinforce the English Language Proficiency Standards, track student language acquisition growth, and provide technology supports in grades PK-5.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for sub populations.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 5, 7, 10, 11</p> <p>Funding Sources: Online Services (BrainPop) for supplemental instruction. - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$3,000, Instructional Supplies (Seidlitz Sentence Cubes) targeting ELPS - 165/BIO - Bilingual - 165.11.6399.00.105.25.BIO - \$350, Technology Carts to charge and store iPads - 211 - ESEA, Title I Part A - 211.11.6394.00.105.30.000 - \$2,000, Instructional Supplies (manipulatives) - 211 - ESEA, Title I Part A - 211.11.6399.00.105.30.000 - \$2,681, Substitutes for 4 half day teacher planning sessions with CIS - 211 - ESEA, Title I Part A - 211.11.6112.00.105.30.000 - \$11,000, Instructional Supplies (Seidlitz Sentence Cubes) targeting ELPS - 165/ES0 - ELL - 165.11.6399.00.105.25.ES0 - \$144, Instructional Supplies to support Bilingual students - 165/BIO - Bilingual - 165.11.6399.00.105.25.BIO - \$942</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During scheduled Professional Learning Communities, teachers will analyze student data connected to specific instructional strategies and will use results to reflect and plan lessons for student success.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 3: More than half (65.1%) of teachers were rated Proficient or Developing on the TTESS Planning domain.

Student Learning

Problem Statement 1: Zero students in grades Kindergarten through Fifth Grade scored Advanced High in Speaking on the TELPAS assessment.

Problem Statement 2: Zero students in grades Kindergarten through Third Grade scored Advanced High in Writing on the TELPAS assessment.

Problem Statement 3: 100% of Kindergarten students scored Beginning on Listening, Speaking, Reading, and Writing on the TELPAS assessment.

Problem Statement 5: The percentage of Fifth Grade students scoring at the Meets level (36%) and Masters (6%) in Science is below State Meets (37%) and Masters (17%) levels on the STAAR assessment. EL (12 to 6), Bilingual (13 to 0), and At-Risk (7 to 5) student performance decreased at Masters achievement level.

Problem Statement 7: The percentage of Third Grade students scoring at Meets (49%) and Masters (23%) in Reading is below State Meets (55%) and Masters (31%) levels on the STAAR assessment. At-Risk student performance at the Masters level decreased from 19 in 2021 to 13 in 2022.





Problem Statement 10: The percentage of Fourth Grade students scoring at the Meets level (40%) is below the State (41%); students scoring Masters (21%) is below the State (23%) on the Math STAAR assessment. EL student performance decreased from 42 to 27 at the Meets and 33 to 7 at Masters. Bilingual student performance decreased from 74 to 54 at Approaches, 37 to 25 at Meets, and 26 to 4 at Masters.

Problem Statement 11: Fifth Grade EL student performance decreased from 100 to 96 at Approaches and Special Education students decreased from 41 to 36 at Meets on the Mathematics STAAR assessment.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 5: By the end of the 2022-2023 school year, all Gifted and Talented students will score Meets or Masters in all tested areas.

Evaluation Data Sources: STAAR, NWEA Map, CUA

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the first semester, all staff will engage in a training session about the characteristics of gifted and talented students to increase efforts to identify students who should be served in the gifted and talented program. The training will also be offered prior to a family night for parents.</p> <p>Strategy's Expected Result/Impact: Increased number of students participating in the gifted and talented program.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Gifted and talented students will participate in a half day pull-out enrichment summit each semester that will focus on critical thinking, problem-solving and activities which promote a high-level of rigor.</p> <p>Strategy's Expected Result/Impact: Gifted and Talented Mastery levels on STAAR scores will increase.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Instructional Supplies for GT summit - 177 - Gifted/Talented - 177.11.6399.00.105.21.000 - \$2,475</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:





Demographics
<p>Problem Statement 2: Gifted and Talented students represent 1.4% of students, lower than the District (3.4%) and State (8.3%).</p>
Perceptions
<p>Problem Statement 1: While we averaged 389 parents and community members during our family nights, the involvement of parent and community members during the instructional day was less than 5% during the 2021-2022 school year.</p>

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: By the end of the 2022-2023 school year, 100% of all professional staff will participate in personalized professional development sessions.

Evaluation Data Sources: Strive Professional Development Transcript

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop tiered/differentiated coaching model to increase teacher instructional effectiveness through book study, peer coaching, micro-professional development, and conferences throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to implement district initiatives and researched based instructional strategies.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: Leadership Coaching for Admin - 211 - ESEA, Title I Part A - 211.23.6299.00.105.30.000 - \$2,000, STAAR Review Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.105.30.000 - \$6,000, Campus Book Study - teachers will pick one of four choices - 211 - ESEA, Title I Part A - 211.13.6329.00.105.30.000 - \$1,300, Region 4 Virtual Bilingual Conference - 165/BI0 - Bilingual - 165.13.6239.00.105.25.BI0 - \$1,500, Substitutes for Bilingual Conference - 165/BI0 - Bilingual - 165.11.6116.00.105.25.BI0 - \$1,200, Video Coaching Platform - 211 - ESEA, Title I Part A - 211.13.6299.OL.105.30.000 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Lead Teacher professional development through book study and leadership opportunities to lead their grade level.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to implement district initiatives and best practice instructional strategies with fidelity resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Administration CIS</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Professional Learning Book - 211 - ESEA, Title I Part A - 211.13.6329.00.105.30.000 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of the Harker Heights Elementary Staff will participate in ongoing RtI education to strengthen implementation of interventions and recommendations for special program referrals. 100% of all staff will utilize the common data tools to identify and monitor student progress based on intervention and effective assessment.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to implement RTI.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Problem Statements: Student Learning 4, 6, 8 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The CIS's will supervise the mentoring program. In that capacity, the CIS's will ensure that each first year teacher is provided a mentor and will provide ongoing professional learning with monthly after-school campus meetings for mentors and new teachers. The CIS's will provide increased support for professional learning for best practices for all teachers.</p> <p>Strategy's Expected Result/Impact: Increased support for new teachers. Increased teacher capacity to implement district initiatives and best practice instructional strategies with fidelity resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Administration CIS</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: CIS Salary and Benefits - 211 - ESEA, Title I Part A - 211.13.6119.00.105.30.000 - \$73,488</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: More than half (65.1%) of teachers were rated Proficient or Developing on the TTESS Planning domain.</p>
Student Learning
<p>Problem Statement 4: Students performed below expected growth in Third Grade (Growth: 8, Expected Growth: 8.2) and Fourth Grade (Growth: 5, Expected Growth: 6.4) on the Science NWEA Map Growth Assessment.</p>
<p>Problem Statement 6: Students performed below expected growth in First Grade (Growth: 15, Projected Growth: 15.3), Second Grade (Growth: 12, Projected Growth: 13.2), and Fourth Grade (Growth: 6, Projected Growth: 7.9) on the Reading NWEA Map Growth Assessment.</p>
<p>Problem Statement 8: Students performed below expected growth in Second Grade (Growth: 13, Projected Growth: 14.4) on the Math NWEA Map Growth Assessment.</p>

School Processes & Programs

Problem Statement 1: In the 21-22 school year teachers struggled with lesson planning that provided students with the rigor needed to meet grade level standards through the implementation of the Gradual Release of Responsibilities model.

Problem Statement 2: In the 21-22 school year there was a gap in the foundation skills which impacted vertical alignment. In turn, there was a significant achievement gap requiring intervention and differentiation. The time to plan for intervention and differentiation impacted all professional staff.

Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.





Performance Objective 1: By June 2023, there will be a 10% increase in parent involvement at Harker Heights family activities based on parent involvement from 2021-2022 where we averaged over 389 parents at each function.

Evaluation Data Sources: Sign In Sheets from Parent Involvement Activities, Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Prior to each Family Night, a parenting meeting will be held in the cafeteria targeting student success strategies as a means of assisting parents. Activities will include revising and editing Parent and Family Engagement Policy and Home School Compact. Activities will also include Title I, Special Education, Gifted and Talented, and Dyslexia Program Reviews.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement leading to positive relationships between the home and school. Increased awareness of parent and family needs as well as their perceptions of the school community.</p> <p>Staff Responsible for Monitoring: Admin Counselors Parent Liaison</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Family Nights will target academic skills and application of skills connecting home activities with school activities.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement leading to positive relationships between the home and school. Build parent capacity to support their child's academic progress and success.</p> <p>Staff Responsible for Monitoring: Admin CIS Counselors</p> <p>Title I: 4.2</p> <p>Problem Statements: Student Learning 1, 2, 3, 6, 11 - Perceptions 1</p> <p>Funding Sources: Instructional Materials for Parent Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.105.24.PAR - \$3,780, Refreshments for Parent Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.105.24.PAR - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will use communication tools (Take Home Folder, Agenda, Website, Campus Newsletter, Admin Coffee Talks, and Parent-Teacher Conferences) to foster a partnership with parents in their student's education.</p> <p>Strategy's Expected Result/Impact: Increased parent participation</p> <p>Staff Responsible for Monitoring: Admin Counselor Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Refreshments for Monthly Coffee Talks - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.105.24.PAR - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The Parent Liaison will work to engage limited English speaking families throughout the year to build language acquisition and academic skills to help their students to improve their academic achievement and become active participants in their student's education.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement of EB/bilingual students</p> <p>Staff Responsible for Monitoring: Admin CIS Parent Liaison</p> <p>Title I: 2.6, 4.2</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1</p> <p>Funding Sources: Conversational and Academic English for School Parents - 263 - ESEA, Title III Part A - 263.61.6299.LE.105.25.000 - \$2,925, Workbooks for Parent Engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.105.24.PAR - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Harker Heights Elementary School will host a special back to school event, targeting incoming Kindergarten and self contained Special Education students and their families, providing strategies for assisting preschool children in the transition to elementary school.</p> <p>Strategy's Expected Result/Impact: Students and parents will feel more comfortable at the start of the school year.</p> <p>Staff Responsible for Monitoring: Admin CIS Counselors</p> <p>Problem Statements: Student Learning 12</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Zero students in grades Kindergarten through Fifth Grade scored Advanced High in Speaking on the TELPAS assessment.</p> <p>Problem Statement 2: Zero students in grades Kindergarten through Third Grade scored Advanced High in Writing on the TELPAS assessment.</p> <p>Problem Statement 3: 100% of Kindergarten students scored Beginning on Listening, Speaking, Reading, and Writing on the TELPAS assessment.</p> <p>Problem Statement 6: Students performed below expected growth in First Grade (Growth: 15, Projected Growth: 15.3), Second Grade (Growth: 12, Projected Growth: 13.2), and Fourth Grade (Growth: 6, Projected Growth: 7.9) on the Reading NWEA Map Growth Assessment.</p> <p>Problem Statement 11: Fifth Grade EL student performance decreased from 100 to 96 at Approaches and Special Education students decreased from 41 to 36 at Meets on the Mathematics STAAR assessment.</p> <p>Problem Statement 12: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.</p>
Perceptions
<p>Problem Statement 1: While we averaged 389 parents and community members during our family nights, the involvement of parent and community members during the instructional day was less than 5% during the 2021-2022 school year.</p>

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: By June 2023, there will be a 10% decrease in student conduct referrals.

Evaluation Data Sources: Paw Pride Awards, Surveys, Safety Reports, Discipline Referral Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will provide character development and career readiness to promote positive, social-emotional behaviors through classroom lessons, small groups, and character awards.</p> <p>Strategy's Expected Result/Impact: Reduction in number of bullying incidents. Increase in positive student interactions with their peers.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Support for student character development - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will engage students in Morning Circle and Restorative Practices to foster positive relationships.</p> <p>Strategy's Expected Result/Impact: Increased student attendance and increased positive interactions among students as well as between students and teachers.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Behavior RTI system will be implemented to include a Bobcat Mentor Program to provide students with positive relationships and model positive behaviors.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline incidents.</p> <p>Staff Responsible for Monitoring: Administration Counselors Parent Liaison</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Physical Education Teachers will utilize sound instructional strategies that promote health and fitness as targeted by the standard of TEKS Resources. Healthy habits instruction are promoted by all teachers and programs. Physical Fitness testing will be included quarterly.</p> <p>Strategy's Expected Result/Impact: Increased student performance on Physical Fitness Testing and Campus Based Assessments</p> <p>Staff Responsible for Monitoring: Physical Education Teachers CIS</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Student discipline incidents increased from 111 during the 2020-2021 school year to 336 during the 2021-2022 school year.</p>

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

Performance Objective 1: By June 2023, Harker Heights ES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

Evaluation Data Sources: Tutoring Logs, State and Local Assessment Results

Strategy 1 Details	Reviews			
<p>Strategy 1: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 12</p> <p>Funding Sources: Supplemental Pay for Teachers to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6118.CA.105.30.000 - \$70,000, Supplemental Pay for Aides to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6121.CA.105.30.000 - \$20,000, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.105.30.000 - \$1,096, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.105.30.000 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: SBDM will evaluate the Campus Improvement Plan and implementation to ensure services are meeting the needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps between targeted populations.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A classroom inventory will be created to develop a plan for instructional materials equity between classrooms. Items will be cataloged in Destiny.</p> <p>Strategy's Expected Result/Impact: Students will have appropriate and adequate instructional supplies.</p> <p>Staff Responsible for Monitoring: Admin; CIS; Librarian</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The staff at Harker Heights Elementary will work in conjunction with the Community In Schools program to support student needs.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 12: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

State Compensatory

Budget for Harker Heights Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Harker Heights Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gonzalez, Aracelys	Aide PCN 24625	1
Powers, Marissa	Aide PCN 23040	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment begins during the second semester of each school year as the Site-Based Decision making Committee begins to collect data from a wide variety of sources. We analyze end of the year universal screening results to collect data from a wide variety of sources. We analyze end of the year universal screening results and STAAR scores. In addition, we use surveys to ask parents and students for feedback about various programs and procedures on our campus. We also look at attendance rates, grade level retention rates, number of discipline referrals, teacher appraisal data, and TELPAS scores. Surveys and walk-through data help us determine how technology is utilized on campus and to evaluate its impact on student learning. As we perform the formative and summative evaluations of our current CIP, we gain additional data and insight that is incorporated into the CNA. SBDM reviews the CNA and develops problem statements and root causes to address areas of concern on campus.

The CNA is reviewed and revised at the SBDM meeting along with the list of involved stakeholders and their roles has been included as an addendum to the CIP.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP is developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the plan. The campus SBDM committee is the primary focus group utilized for this work. Killeen ISD School Board policies BQB Legal and BQB Local outline the stakeholders who are required to be a part of SBDM. Our committee is comprised of classroom teachers from each grade level (subject area), a parent of a student who is currently enrolled in our school, one community representative, one business representative, a teacher of students with disabilities, a district level professional and professional non-teaching staff. Input is also gathered from paraprofessionals and teachers who are not members of SBDM during PLC meetings held during the school day. In addition, surveys are utilized to capture input and feedback from a broad range of parents and students.

The complete list of involved stakeholders and their roles has been included as an addendum to the CIP.

2.2: Regular monitoring and revision

SBDM members do a formative review of CIP strategies in November, January, and March each year. Revisions to strategies are made at any time they are needed but typically occur during this process. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected, or discontinued so that the needs of students and teachers are met.

2.3: Available to parents and community in an understandable format and language

The CIP is posted on our campus website where it is available to parents and our community in an understandable and uniform format. Our website allows for the translation of posted documents into over 100 languages. If a parent or community member does not have internet access or the language they speak is not one of those available online, they may contact our school office to request a hard copy of the document or to have the document translated into the language they speak.

2.4: Opportunities for all children to meet State standards

Our CIP includes strategies that provide opportunities for all children to meet the challenging state academic standards. This begins with quality first time instruction provided across all grade levels and subject areas. In addition, we utilize supplemental programs and staff to target specific areas of student need during the school day.

All strategies in the CIP that address this requirement have been marked with the Title I element 2.4 indicator.

2.5: Increased learning time and well-rounded education

Our CIP includes strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum for students. We provide after school tutoring and opportunities for students to participate in various after school clubs.

All strategies in the CIP that address this requirement have been marked with the Title I element 2.5 indicator.

2.6: Address needs of all students, particularly at-risk

Our CIP includes strategies that address the needs of all students, but particularly the needs of those at risk of not meeting the challenging State academic standards. We work to provide students with opportunities to regularly engage with learned content in multiple formats. We build in re-teach days and spiral review activities for each unit of instruction. In addition, the master schedule includes a set intervention time each day where students receive targeted instruction in a small group setting to address learning gaps and instructional needs.

All strategies in the CIP that address this requirement have been marked with the Title I element 2.6 indicator.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Our Title I schoolwide plan is evaluated annually in the spring as part of our summative evaluation of the CIP. The SBDM committee utilizes STAAR results, end of year universal screening results, failure reports, discipline data, T-TESS data, and various survey results to determine if we met our objectives and whether or not the strategies implemented, and resources used were effective in addressing our problem areas and increasing student achievement. Recommendations are made at this time to either continue, revise, or discontinue each strategy and resource in the plan. The information obtained during the annual evaluation is then carried over into the review and revision of the CNA.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Each spring, two opportunities are provided, on different days and at different times, for all parents and family members to review and revise our Parent and Family Engagement Policy (PFEP) and Home-School Compact (HSC) for the coming school year. These documents outline how we seek to ensure the effective involvement of parents and to strengthen and support the partnership between the school and home. We believe that building capacity for parent involvement leads to improving student academic achievement. As a result of these meetings, both documents undergo a careful review and revision and are then ready to be included in the parent handbook for the next school year. Both documents are posted on the campus website at the beginning of the new school year. We also distribute the PFEP at Meet the Teacher night in August and during the Annual Title I meetings. The HSC is discussed and signed during parent-teacher conferences that are held during the first nine weeks of school.

4.2: Offer flexible number of parent involvement meetings

To encourage as many parent and family members as possible to attend parent involvement meetings, we offer activities at a variety of times and on different days. We hold events in the early afternoon and evenings. We also include questions in our annual parent and family member survey as to what times are most convenient for parents and families to attend activities. Events are publicized well in advance and, when possible, sessions of the same event are offered at two different times and/or dates.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Davenport, Lynn	Aide PCN 18109	Instructional Aide K-5th Grade	1.0
Martinez, Ashley	Teacher PCN 19927	Reduced Class Size Teacher - Grade 4	1.0
Matthews, Destiny	Aide PCN 24891	Instructional Aide K-5th Grade	1.0
Mattson-McNutt, Jill	Aide PCN 18414	Instructional Aide K-5th Grade	.5
Orta-Garcia, Erika	Aide PCN 24668	Instructional Aide K-5th Grade	1.0
Richerzhagen, Wanda	CIS PCN 25380	CIS for teacher support	1.0
Wood, Mikala	Aide PCN 18702	Instructional Aide K-5th Grade	1.0

Campus Funding Summary

165/BI0 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Workbooks to support math instruction for bilingual students	165.11.6399.00.105.25.BI0	\$1,420.00
1	2	1	Workbooks to support bilingual reading/writing instruction for all students	165.11.6399.00.105.25.BI0	\$1,600.00
1	2	1	Student Reading Materials (Social Studies Weekly) for cross curricular texts	165.11.6329.00.105.25.BI0	\$359.00
1	2	1	Student Reading Materials (Spanish Scholastic Magazines) for Grades K-12	165.11.6329.00.105.25.BI0	\$700.00
1	2	1	High Interest Classroom Library Books for bilingual classrooms	165.11.6329.00.105.25.BI0	\$2,000.00
1	2	1	Student Reading Materials (Scholastic Magazines) for Grades PK-2	165.11.6329.00.105.25.BI0	\$700.00
1	3	3	Workbooks to support science instruction for students	165.11.6399.00.105.25.BI0	\$1,420.00
1	4	1	Instructional Supplies to support Bilingual students	165.11.6399.00.105.25.BI0	\$942.00
1	4	1	Instructional Supplies (Seidlitz Sentence Cubes) targeting ELPS	165.11.6399.00.105.25.BI0	\$350.00
2	1	1	Substitutes for Bilingual Conference	165.11.6116.00.105.25.BI0	\$1,200.00
2	1	1	Region 4 Virtual Bilingual Conference	165.13.6239.00.105.25.BI0	\$1,500.00
Sub-Total					\$12,191.00
Budgeted Fund Source Amount					\$12,191.00
+/- Difference					\$0.00
166 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Workbooks to support math instruction for students	166.11.6399.00.105.30.AR0	\$8,094.00
1	2	1	Workbooks to support supplemental reading/writing instruction for all students	166.11.6399.00.105.30.AR0	\$9,594.00
1	2	3	At Risk Instructional Aides (2)	166.11.6129.00.105.30.AR0	\$59,752.00
Sub-Total					\$77,440.00
Budgeted Fund Source Amount					\$77,440.00
+/- Difference					\$0.00
165/ES0 - ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Online Subscription, Grades 2-5, The Visual Non Glossary	165.11.6299.OL.105.25.ES0	\$1,900.00
1	4	1	Instructional Supplies (Seidlitz Sentence Cubes) targeting ELPS	165.11.6399.00.105.25.ES0	\$144.00
Sub-Total					\$2,044.00

165/ES0 - ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$2,044.00
+/- Difference					\$0.00
177 - Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Instructional Supplies for GT summit	177.11.6399.00.105.21.000	\$2,475.00
Sub-Total					\$2,475.00
Budgeted Fund Source Amount					\$2,475.00
+/- Difference					\$0.00
211 - ESEA, Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reduced Class Size Teacher	211.11.6119.00.105.30.000	\$68,973.00
1	2	1	Online Services (Newsela) for differentiated & cross curricular texts	211.11.6299.OL.105.30.000	\$4,800.00
1	2	1	Student Reading Materials (Social Studies Weekly) for cross curricular texts	211.11.6329.00.105.30.000	\$718.00
1	2	1	Student Reading Materials (Scholastic Magazines) for Grades PK-2	211.11.6329.00.105.30.000	\$1,441.00
1	2	3	Instructional Aides - (5.5)	211.11.6129.00.105.30.000	\$116,891.00
1	3	1	Science Instructional Supplies for Hands on Lessons	211.11.6399.00.105.30.000	\$14,000.00
1	3	3	Workbooks to support science instruction for students	211.11.6399.00.105.30.000	\$8,100.00
1	4	1	Substitutes for 4 half day teacher planning sessions with CIS	211.11.6112.00.105.30.000	\$11,000.00
1	4	1	Online Services (BrainPop) for supplemental instruction.	211.11.6299.OL.105.30.000	\$3,000.00
1	4	1	Instructional Supplies (manipulatives)	211.11.6399.00.105.30.000	\$2,681.00
1	4	1	Technology Carts to charge and store iPads	211.11.6394.00.105.30.000	\$2,000.00
2	1	1	STAAR Review Conference	211.13.6411.00.105.30.000	\$6,000.00
2	1	1	Video Coaching Platform	211.13.6299.OL.105.30.000	\$4,000.00
2	1	1	Leadership Coaching for Admin	211.23.6299.00.105.30.000	\$2,000.00
2	1	1	Campus Book Study - teachers will pick one of four choices	211.13.6329.00.105.30.000	\$1,300.00
2	1	2	Professional Learning Book	211.13.6329.00.105.30.000	\$300.00
2	1	4	CIS Salary and Benefits	211.13.6119.00.105.30.000	\$73,488.00
4	1	1	Support for student character development	211.11.6299.OL.105.30.000	\$3,500.00
5	1	1	Instructional Supplies for After School Tutoring	211.11.6399.00.105.30.000	\$5,000.00
5	1	1	Supplemental Pay for Teachers to Tutor Outside the School Day	211.11.6118.CA.105.30.000	\$70,000.00

211 - ESEA, Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Nutritional Snacks for After School Tutoring	211.11.6499.00.105.30.000	\$1,096.00
5	1	1	Supplemental Pay for Aides to Tutor Outside the School Day	211.11.6121.CA.105.30.000	\$20,000.00
Sub-Total					\$420,288.00
Budgeted Fund Source Amount					\$420,288.00
+/- Difference					\$0.00
211/PAR - ESEA, Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Refreshments for Parent Nights	211.61.6499.00.105.24.PAR	\$800.00
3	1	2	Instructional Materials for Parent Nights	211.61.6399.00.105.24.PAR	\$3,780.00
3	1	3	Refreshments for Monthly Coffee Talks	211.61.6499.00.105.24.PAR	\$400.00
3	1	4	Workbooks for Parent Engagement	211.61.6399.00.105.24.PAR	\$300.00
Sub-Total					\$5,280.00
Budgeted Fund Source Amount					\$5,280.00
+/- Difference					\$0.00
263 - ESEA, Title III Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Conversational and Academic English for School Parents	263.61.6299.LE.105.25.000	\$2,925.00
Sub-Total					\$2,925.00
Budgeted Fund Source Amount					\$2,925.00
+/- Difference					\$0.00
Grand Total Budgeted					\$522,643.00
Grand Total Spent					\$522,643.00
+/- Difference					\$0.00

Addendums

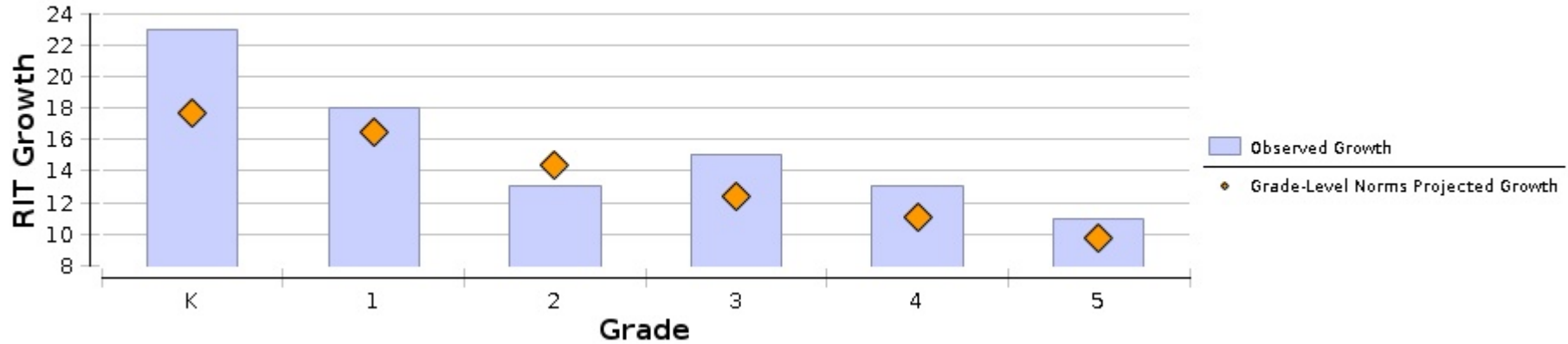
STAAR Performance Levels: Target Populations																			
Group	Grade	STAAR 2021 Reading			STAAR 2022 Reading			STAAR 2021 Mathematics			STAAR 2022 Mathematics			STAAR 2021 Science			STAAR 2022 Science		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
HARKER HEIGHTS EL	3	69	35	15	78	49	23	68	23	9	72	34	19						
Current EB/EL	3	55	27	23	88	68	28	68	21	7	86	59	38						
Bilingual	3	69	38	31	95	76	33	82	27	9	96	68	44						
ESL	3	20	0	0	-	-	-	20	0	0	-	-	-						
Special Education	3	50	25	0	60	15	10	50	0	0	67	19	5						
Gifted/Talented	3	-	-	-	-	-	-	-	-	-	-	-	-						
At-Risk	3	50	28	19	65	39	13	61	20	7	72	34	22						
HARKER HEIGHTS EL	4	60	22	9	88	55	29	63	34	25	67	40	21						
Current EB/EL	4	67	29	8	90	60	23	79	42	33	53	27	7						
Bilingual	4	63	21	5	96	58	25	74	37	26	54	25	4						
ESL	4	80	60	20	60	60	0	100	60	60	40	20	0						
Special Education	4	25	0	0	59	29	18	42	8	8	35	18	6						
Gifted/Talented	4	-	-	-	-	-	-	-	-	-	-	-	-						
At-Risk	4	56	22	6	85	48	24	66	31	25	58	32	9						
HARKER HEIGHTS EL	5	73	39	20	88	64	43	86	58	35	89	67	42	66	20	8	68	36	6
Current EB/EL	5	68	48	24	92	69	46	100	68	48	96	77	58	76	36	12	77	46	4
Bilingual	5	70	48	22	88	71	47	100	74	52	100	88	65	74	39	13	76	41	0
ESL	5				100	63	38				88	63	50				75	50	13
Special Education	5	47	24	12	57	36	14	76	41	18	71	36	21	35	6	0	36	14	0
Gifted/Talented	5	100	100	100	-	-	-	100	100	100	-	-	-	100	86	57	-	-	-
At-Risk	5	60	36	16	83	60	42	87	49	29	88	66	42	58	22	7	63	35	5

Harker Heights EL

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	102	139.0	9.4	46	161.5	10.6	80	23	0.7	17.6	2.17	99	102	79	77	74
1	102	157.5	10.5	33	175.0	13.8	41	18	0.8	16.4	0.43	67	102	59	58	55
2	80	172.7	12.1	34	185.9	12.4	29	13	0.9	14.4	-0.51	30	80	33	41	40
3	96	183.9	10.5	22	198.5	12.2	35	15	0.7	12.4	1.05	85	96	61	64	59
4	96	200.4	11.3	55	213.2	12.2	64	13	0.6	11.0	0.90	82	96	64	67	63
5	87	210.1	13.2	55	220.7	13.7	59	11	0.7	9.7	0.38	65	87	47	54	52

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Killeen ISD

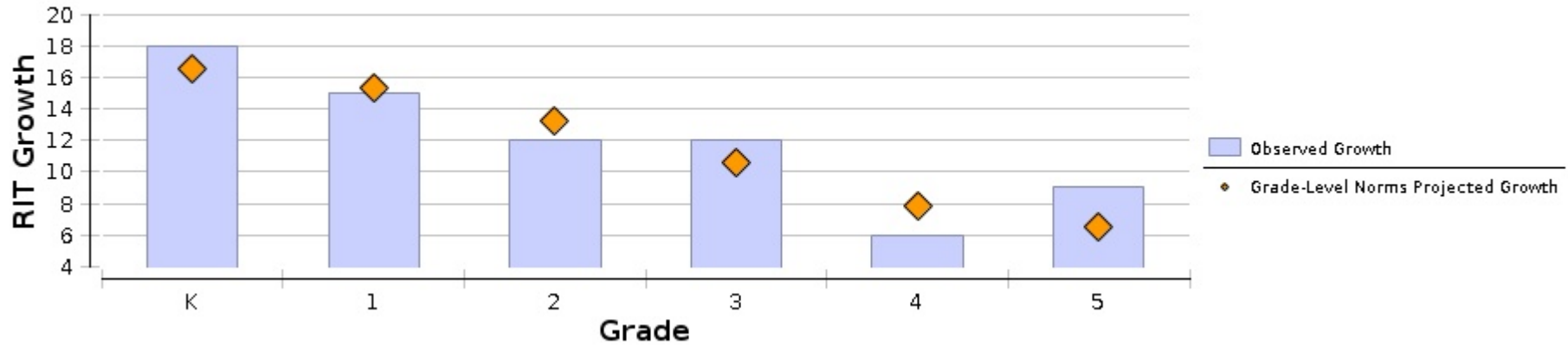
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: No

Harker Heights EL

Language Arts:
Reading

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	74	135.9	8.7	44	154.2	8.7	58	18	1.0	16.5	0.73	77	74	42	57	56
1	80	154.2	10.1	37	168.9	14.1	35	15	0.9	15.3	-0.24	40	80	39	49	45
2	73	173.2	15.5	55	185.5	14.7	50	12	1.3	13.2	-0.38	35	73	35	48	43
3	93	185.9	15.5	46	198.0	15.6	55	12	0.9	10.5	0.74	77	93	63	68	62
4	94	201.6	13.0	75	207.9	12.3	67	6	0.8	7.9	-0.76	22	94	48	51	49
5	82	204.2	14.9	48	212.9	13.1	61	9	0.9	6.5	1.10	87	82	58	71	57

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Killeen ISD

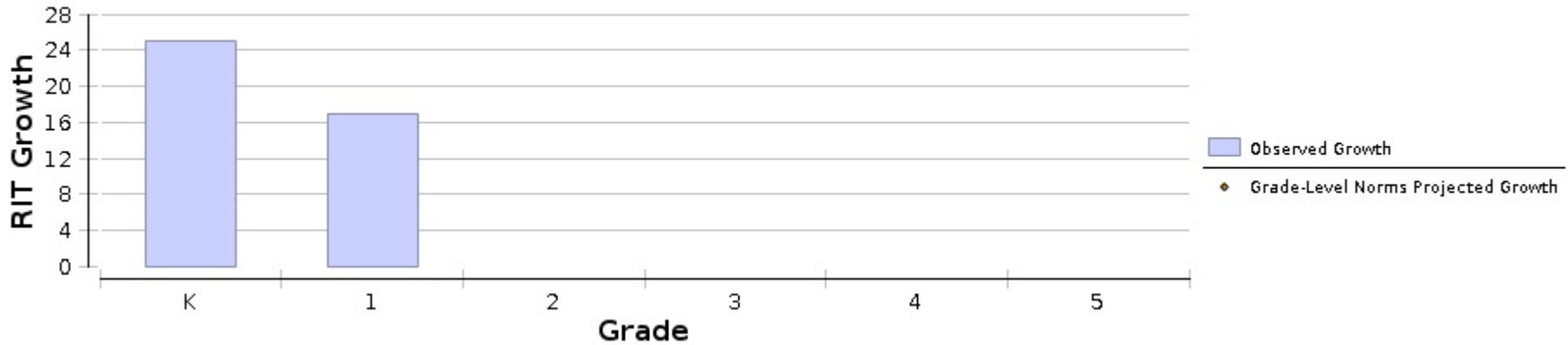
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: No

Harker Heights EL

Language Arts:
Reading (Spanish)

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against							
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
K	28	134.6	8.5	159.6	10.4		25	1.4				28	20	71	65
1	22	151.9	13.1	168.5	13.4		17	1.5				22	13	59	51
2	6	*		*			*					*			
3	3	*		*			*					*			
4	2	*		*			*					*			
5	5	*		*			*					*			

Language Arts: Reading (Spanish)



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Killeen ISD

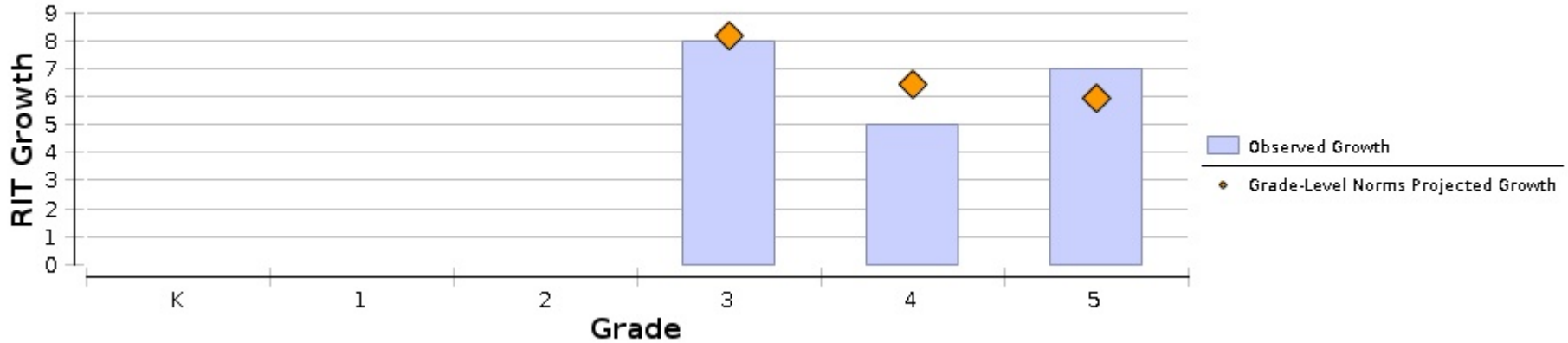
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: No

Harker Heights EL

Science: Science K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**						**			
1	0	**			**			**						**			
2	0	**			**			**						**			
3	83	186.6	12.7	42	194.3	11.1	39	8	0.8	8.2	-0.20	42	83	38	46	40	
4	96	198.7	9.4	76	203.2	8.6	63	5	0.6	6.4	-0.94	17	96	40	42	41	
5	87	201.6	13.8	59	208.9	13.5	67	7	0.6	5.9	0.65	74	87	54	62	60	

Science: Science K-12



Explanatory Notes

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Harker Heights Elementary Early Childhood Literacy Board Outcome Goal 2020-2021

The percentage of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 34% to 48% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
34%	39%	42%	45%	48%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
Current	30%	35%	43%				29%	0%	26%		34%	33%	35%
2021	30%	35%	43%				29%	0%	26%		34%	33%	35%
2022	36%	40%	45%				35%	12%	34%		38%	39%	39%
2023	41%	43%	47%				41%	24%	40%		41%	43%	42%
2024	46%	47%	49%				46%	36%	44%		44%	48%	46%
2025	51%	52%	51%				51%	48%	48%		49%	53%	49%

Harker Heights Elementary Early Childhood Math Board Outcome Goal 2020-2021

The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 45% to 57% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
45%	48%	51%	53%	57%

Closing the Gaps Student Groups Yearly Targets











	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
Current	40%	51%	43%				43%	0%	44%	46%	41%	39%	52%
2021	40%	51%	43%				43%	0%	44%	46%	44%	39%	52%
2022	45%	53%	47%				47%	15%	47%	49%	48%	44%	54%
2023	49%	55%	50%				50%	30%	50%	52%	51%	48%	55%
2024	53%	57%	53%				53%	45%	53%	54%	53%	53%	56%
2025	57%	59%	57%				57%	57%	57%	57%	57%	56%	57%

2021-2022 Site Based Decision Making Committee

Meeting Date: April 27, 2022

3:45 P.M.

Harker Heights Elementary Library

Committee Role	Name	Position	Signature
Principal	Carolyn Dugger	Administrator	
Classroom Teacher	Beatriz Molina	Kindergarten Teacher	
Business Representative	John Pinson	Business Representative	
Campus Administrator	Stephanie Lowe	2nd Grade Teacher	
Classroom Teacher	Wesley Duke Sara Messman	5th Grade Teacher	
Classroom Teacher	Jennifer Deem	1st grade teacher	
Classroom Teacher	Lisa Belmonte	3rd grade teacher	
Classroom Teacher	Janel Roberts	4th grade teacher	
Non-classroom Professional	Claudia Grimmer Melanie Anders	special education teacher	
Community Representative	Brenda Kitchenmaster	community member	
Non-classroom Professional	Lori Kostencki	special programs teacher	
District-level Professional	Jessica Cantu	district instructional specialist	
Parent	Ghazal Khan	parent	
Classroom Teacher	Gustavo Perez	4th grade teacher	
Classroom Teacher	Laurie Johnson	PK Teacher	

April 27, 2022

SBDM Agenda

- Review of STAAR Testing Changes for Upcoming School Year
- CNA Review
- MAP EOY Parent/Engagement Policy and Home School Compact
- Author Visit
- EOY Data
- Restorative Practices
- Decisions in Staffing for Next Year in CIP
- BMU Changes
- EOY Celebrations

SBDM Minutes:

April 27, 2022

Attendance for the meeting- Mrs. Dugger, Mrs. Kirshner, Mrs. Kostencki, Ms. Deem, Ms. Anders, Mrs. Molina, Ms. Vidrine, Mrs. Belmonte, Mrs. Mossman, Ms. Salgado, Mrs. Roberts

Mrs. Dugger presented a review of STAAR testing changers for the 22-23 school year. These changes will be considered when creating the Campus Needs Assessment. The Campus Needs Assessment draft was reviewed. Members of the committee shared items they hoped we can purchase. These changes will be considered when creating the Campus Needs Assessment.

The committee reviewed EOY MAP data.

The committee discussed Parent/Engagement Policy and Home School Compact draft for next school year.

Other topics that were discussed at this SBDM meeting included:

- Did the author's coming make an impact?
 - Spent money out of Title I to bring author to school
- Looking at data, does the author's visit make a difference?
 - Make sure data has been tallied on the board.
 - BOY through EOY growth
- Why are teachers walking?
 - No planning time because of lack of coverage.
 - Planning has been *divide and conquer*- less together, leaving individuals with more responsibility.
 - Discipline issues
- Restorative Practice
 - NEDRP Representatives visited every campus
 - Students grow when they have a relationship with their teachers and one another.
- Data
 - STAAR – it DID count.
 - HB 4545
- Make Decisions for Campus Plan
 - Looking at data, what changes need to be made in staffing?
- Challenges
 - Parents
 - Documentation
 - Time
- Staff Shortage Next Year
 - Looking to add a CIS
 - Budget
 - All aides were purchased, due to shortage of teachers
 - We qualify for 3 bilingual aides, 1 PK, 1 K, zero 1st
- BMU (Behavior Management Units)
 - Self-contained, but in and out of classrooms
 - 2 aides in BMU
 - APs must go in continually if teacher does not have management
 - Positive teachers who care and have heart = SUCCESSFUL KIDS!
 - Decisions for classes
 - Where will these classes be? What room?
 - Dividing between:
 - PK-2

- 3-5
 - Anders and Perez are BMU teachers
 - Behavior Contracts
 - Goal is to get the students back to regular classrooms
 - Special Education/Planning/Collaboration/Coordination
 - Specials- how will this work for specials times?
- Grades
 - They MUST be entered weekly, especially for BMU classes and kids going back and forth.
- CUAS, MAPS
 - CUA scores
 - MAPS scores
 - Low scores? Low growth? Teacher problem? Bad CUA?
 - 5% growth is a teacher problem!
 - What does the data show?
 - 1/3 of the class is low or low growth
 - Problem?
- Placements for Next Year
 - Decisions are being made
- We failed ½ day planning, due to no subs.
- We failed family nights, due to pandemic.
- CIS, Half day planning, Restorative Practices,
- Specials teachers would like to be trained on behavior issues
 - Possible whole campus PD to prepare for BMU
- Creating Campus Plan
 - Principals Dugger and Kirshner walking side-by-side
 - Richerzhagen filling in AP
 - Planning for next 6 weeks.
- 10-13 STAAR
- No Field Day
 - Grade-level rotations?
 - A lot going on!
- 16-20 Retirements
- 5th grade ice cream social
- K graduation
- Awards
- Teacher Appreciation
 - Jeans for month of May!
 - With some types of shirts
 - May the 4th
 - Lemonade Day
 - Fruit Kabobs
 - Chicken Salad
 - Cinco de Mayo Tacos
- Last Week
 - Movie Day
 - Bubble Day
 - Lego Day
 - Watermelon Day
 - Parade "Climb Every Mountain"