

Killeen Independent School District

Eastern Hills Middle School

2023-2024



Mission Statement

Teach so all students can learn to their maximum potential.

Vision

Eastern Hills Middle School is

a community of *integrity* and learning.

Where teachers and administrators mentor and inspire students,
and each other,

to embrace a growth mindset.

Where students are challenged to act with *humility* and *resilience*

as they develop skills that will prepare them to be
lifelong learners and productive members of society.

Where every individual feels safe and contributes
to our culture of pride, competitiveness,
and belonging.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Eastern Hills Middle School is a public middle school in the Killeen Independent School District. Our school is a mid-sized school compared to other KISD middle schools. Our campus is located at 300 Indian Trail in Harker Heights, Texas. Eastern Hills Middle School was opened in 1987. We serve students in grades 6-8. Our student population is quite diverse, which accurately reflects on the community of Harker Heights and Killeen.

Below is a chart with our current demographics.

2022-23 Enrollment and Special Populations Report

	06	07	08	09	10	11	12	Total	Percent
Enrollment	184	207	227	0	0	0	0	618	1.44%
Federal Ethnicity									
Hispanic	62	66	76	0	0	0	0	204	33.01%
Indian	1	1	3	0	0	0	0	5	0.81%
Asian	0	4	7	0	0	0	0	11	1.78%
Black	64	75	68	0	0	0	0	207	33.50%
Pacific Islander	3	5	4	0	0	0	0	12	1.94%
White	38	40	44	0	0	0	0	122	19.74%
Two or More Races	16	16	25	0	0	0	0	57	9.22%
Gender									
Male	78	108	110	0	0	0	0	296	47.90%
Female	106	99	117	0	0	0	0	322	52.10%
Federal Employee									
Civilian on Post	155	183	195	0	0	0	0	533	86.25%
Military (active)	29	24	32	0	0	0	0	85	13.75%
Federal Program									
504	31	37	36	0	0	0	0	104	16.83%
At-Risk (state)	134	137	173	0	0	0	0	444	71.84%

	06	07	08	09	10	11	12	Total	Percent
Dyslexia	18	14	18	0	0	0	0	50	8.09%
Homeless	5	4	4	0	0	0	0	13	2.10%
Unaccomp Youth	0	0	1	0	0	0	0	1	0.16%
Immigrant	0	1	0	0	0	0	0	1	0.16%
LEP (EL)	23	29	27	0	0	0	0	79	12.78%
ALC	0	3	7	0	0	0	0	10	1.62%
BIL	0	0	0	0	0	0	0	0	
Denial	2	0	0	0	0	0	0	2	0.32%
ESL	21	25	20	0	0	0	0	66	10.68%
Migrant	0	0	0	0	0	0	0	0	
Title I	184	207	227	0	0	0	0	618	100.00%
Other									
Free/Reduced	129	143	152	0	0	0	0	424	68.61%
TAG	5	6	5	0	0	0	0	16	2.59%
CTE	0	0	2	0	0	0	0	2	0.32%
Special Ed									
Special Ed	36	42	40	0	0	0	0	118	19.09%
No Setting	1	0	0	0	0	0	0	1	0.16%
Homebound	0	0	0	0	0	0	0	0	
Hospital Class	0	0	0	0	0	0	0	0	
VAC	0	0	0	0	0	0	0	0	
State Living Ctr	0	0	0	0	0	0	0	0	
MainStream	14	13	12	0	0	0	0	39	6.31%
Resource	12	16	19	0	0	0	0	47	7.61%
Self-Contained	9	13	9	0	0	0	0	31	5.02%
Full Day EC	0	0	0	0	0	0	0	0	
Residential	0	0	0	0	0	0	0	0	
Off Home Camp	0	0	0	0	0	0	0	0	
Speech	7	7	4	0	0	0	0	18	2.91%

The demographic of Eastern Hills Middle School has shifted over time. The percentage of Hispanic students has increased, and the percentage of students from poverty has also increased. Observation data and teacher feedback in PLC and staff meetings indicates that many teachers are not prepared to meet the various needs of our rising number of economically disadvantaged students.

For the 2023-24 school year, we will continue to provide an engaging education for middle school students and continue to build our campus culture centered around family and Panther Pride. Our projected enrollment for the 2023-2024 school year is approximately 575-615 students.

Our attendance rate for the 2022-2023 school year was 93%, which is below the district average. Like the majority of our district, we have a high mobility rate, 24.7%.

In the 2023-2024 school year, EHMS will be supported by a highly qualified professional staff that will consist of 41 teachers (Regular Ed - 30, Dyslexia - 2, Special Ed - 9, 17 Instructional Aides (At-Risk, Interventionist, BMU, Skills, Resource) and eleven Administrators (Principal, Assistant Principals, Counselors, Librarian, Curriculum Instructional Specialist, Campus Technologist, Special Programs Facilitator). Teachers with 0-5 years of experience make up 50% of our campus.

2021-2022 TAPR	State	District	Campus
Beginning Teachers	7.9%	6.6%	23.3%
1-5 Years Experience	26.7%	34.1%	27.0%
6-10 Years Experience	20.6%	21.8%	17.7%
11-20 Years Experience	28.6%	24.4%	12.6%
21-30 Years of Experience	13.2%	10.3%	16.9%
Over 30 Years of Experience	2.9%	2.7%	2.5%

Vacancies are filled through a comprehensive employment search at the district level and an intensive interview process at the campus level - all designed to hire effective, highly qualified personnel who can meet the needs of our unique student population.

New teachers begin a 'New Teacher Induction' program that is facilitated at the district level. The campus assigns a mentor teacher to all new teachers and in conjunction with the admin team, works with new teachers on a consistent basis to ensure growth and progress. Additional district and campus professional development is provided throughout the year for all areas of needed growth. Every month we have a New Teacher Luncheon on campus to support the growth of our new teachers. We also offer a weekly lesson plan lab to assist with planning and teaching.

Relevant professional development opportunities are provided to all professional staff members for the purpose of meeting campus needs based on data gathered from various sources such as STAAR student performance data, universal screeners (MAP), Curriculum Unit Assessments (CUA), formative and summative data, T-TESS data, campus and district initiatives (i.e., Coaching Walks and Gradual Release of Responsibility model), content growth, etc. Professional Learning Communities (PLCs) also provide teachers with an avenue for collaboration, planning and data dissemination. Additionally, PLCs allow for structured dialogue to discuss the impact of professional development on student success.

All teachers are evaluated through the Texas-Teacher Evaluation and Support System (T-TESS). This system will ensure on-going monitoring through classroom walk-throughs, informal observations and formalized observations. T-TESS performance data will be utilized for growth, feedback and communication. The data will also help drive professional development planning.

Demographics Strengths

Our student demographic diversity is an asset because it creates a campus that is welcoming and accepting of diversity.

Campus programs, extracurricular activities, clubs and organizations are offered to meet the needs of all students.

Opportunities for students to continue learning outside of school: Panther Power Up.

Culture built on family and support for students, staff, and the community. Over 80% of the staff will be returning for the 2023-2024 school year.

A diverse teacher population to support all the needs of students.

We provide a clothes and food bank on campus to support our homeless and students/families in need. We also provide food boxes to families at need of support.

Bi-weekly counselor groups supported our at-risk students with social-emotional lessons and restorative practices.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus staff struggle to meet the varied needs of our economically disadvantaged student population.

Problem Statement 2: Staff members and Admin need additional Professional Development focused on best practices: AVID strategies, rigor matrix, literacy, Lead Forward, and high yield teaching strategies.

Problem Statement 3: Campus attendance numbers are consistently below the district daily average.

Problem Statement 4: A continuum of services individualized to the needs of each Deaf or Hard of Hearing (DHH) student for full engagement in all the school's programs, including educational and extracurricular activities is not fully developed.

Student Learning

Student Learning Summary

The 2022-2023 STAAR scores in relation to 2021-2022, show growth in 6th Grade Reading, 6th Grade Math, 7th Grade Math, and 8th Grade Math. There was a decrease in STAAR scores for 7th Grade Reading, 8th Grade Reading, 8th Grade Science, and 8th Grade Social Studies. Through intentional PLC's and professional development, we will implement specific strategies in all classes that increase the expectation of reading, literacy and AVID strategies across all contents with the intent to help our students increase fluency, vocabulary acquisition and reading comprehension. To support student growth, we will also focus on differentiation. More specifically, adapting lessons with a variety of instructional strategies to address individual needs of all students. Teachers will work on addressing student confusion or disengagement by addressing learning and/or social/emotional needs of all students.

CUA data was very consistent with the STAAR data from the 2022-2023 school year, as most assessments consistently scored below the "meets" designation. This year we will focus on tracking student growth throughout the school year and celebrating student growth and progress. Our at-risk counselor, at-risk aides, interventionists, librarian, and lead teachers will support tracking student progress. We will use goal setting, grade tracking, student conferences, data walls and interventions to help our students be aware of their progress and track when they need assistance. We will also improve communication to keep parents abreast of their students' progress so that our Panther Power up and other tutorial programs can be more effective.

Below are charts of the last 6 year STAAR data. You can see the impact that COVID has had in student learning and why we will continue to work on rebuilding learning gaps.

Grade 6 Reading STAAR: 2018-2023				
Spring of	Students Tested	Approaches	Meets	Masters
2018	243	55.14%	25.93%	9.46%
2019	261	51.72%	26.82%	8.33%
2020	---	---	---	---
2021	163	58.90%	20.25%	7.36%
2022	177	56.50%	25.42%	7.34%
2023	186	62.90%	26.34%	6%

Grade 6 Math STAAR: 2018-2023				
Spring of	Students Tested	Approaches	Meets	Masters

Grade 6 Math STAAR: 2018-2023				
2018	245	70.61%	30.20%	8.98%
2019	262	75.57%	38.17%	13.74%
2020	---	---	---	---
2021	162	70.99%	27.16%	5.56%
2022	177	66.67%	24.29%	5.08%
2023	184	69.57%	25.54%	4.89%

Grade 7 Reading STAAR: 2018-2023				
Spring of	Students Tested	Approaches	Meets	Masters
2018	221	64.25%	33.48%	21.72%
2019	228	69.30%	32.89%	17.11%
2020	---	---	---	---
2021	131	61.07%	33.59%	7.36%
2022	217	64.98%	29.03%	16.59%
2023	197	60.91%	27.92%	9.64%

Grade 7 Math STAAR: 2018-2023				
Spring of	Students Tested	Approaches	Meets	Masters
2018	221	73.76%	42.99%	18.10%
2019	228	77.19%	35.96%	11.40%
2020	---	---	---	---
2021	130	44.62%	14.62%	1.54%
2022	218	50.46%	16.06%	5.05%
2023	194	51.55%	18.56%	3.09%

Grade 8 Reading STAAR: 2018-2023

Spring of	Students Tested	Approaches	Meets	Masters
2018	261	79.69%	44.44%	23.37%
2019	231	72.49%	51.95%	26.84%
2020	---	---	---	---
2021	165	60%	32.12%	12.73%
2022	202	73.27%	39.60%	21.78%
2023	227	71.81%	28.19%	7.05%

Grade 8 Math STAAR: 2018-2023

Spring of	Students Tested	Approaches	Meets	Masters
2018	221	72.40%	37.56%	4.98%
2019	188	71.28%	34.57%	2.66%
2020	---	---	---	---
2021	153	44.44%	16.97%	3.92%
2022	186	50%	14.52%	0.54%
2023	197	65.99%	21.83%	2.54%

Grade 8 Science STAAR: 2018-2023

Spring of	Students Tested	Approaches	Meets	Masters
2018	263	77.34%	37.26%	15.59%
2019	230	76.52%	40%	13.04%
2020	---	---	---	---
2021	162	65.43%	36.42%	19.14%

Grade 8 Science STAAR: 2018-2023				
2022	204	57.35%	20.59%	7.84%
2023	227	48.46%	16.74%	3.08%

Grade 8 Social Studies STAAR: 2018-2023				
Spring of	Students Tested	Approaches	Meets	Masters
2018	262	47.33%	10.69%	3.82%
2019	230	60%	26.96%	13.48%
2020	---	---	---	---
2021	165	39.39%	16.97%	6.06%
2022	201	46.77%	14.43%	7.46%
2023	227	37.00%	9.25%	2.64%

EHMS Algebra I EOC 2022-2023				
Spring of	Students Tested	Approaches	Meets	Masters
2023	30	100%	83.33%	46.67%

2022-23 ESL STAAR Data

Group	Version	Subject	Admin	Grade	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
EASTERN HILLS MIDDLE	STAAR	Reading	Spring 2023	6	37	63	26	6
ESL	STAAR	Reading	Spring 2023	6	48	52	14	0
Not ESL	STAAR	Reading	Spring 2023	6	36	64	28	7
EASTERN HILLS MIDDLE	STAAR	Reading	Spring 2023	7	39	61	28	10
ESL	STAAR	Reading	Spring 2023	7	58	42	12	0
Not ESL	STAAR	Reading	Spring 2023	7	36	64	30	11
EASTERN HILLS MIDDLE	STAAR	Reading	Spring 2023	8	28	72	28	7

Group	Version	Subject	Admin	Grade	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
ESL	STAAR	Reading	Spring 2023	8	48	52	14	0
Not ESL	STAAR	Reading	Spring 2023	8	26	74	30	8
EASTERN HILLS MIDDLE	STAAR	Mathematics	Spring 2023	6	30	70	26	5
ESL	STAAR	Mathematics	Spring 2023	6	29	71	14	0
Not ESL	STAAR	Mathematics	Spring 2023	6	31	69	27	6
EASTERN HILLS MIDDLE	STAAR	Mathematics	Spring 2023	7	48	52	19	3
ESL	STAAR	Mathematics	Spring 2023	7	76	24	0	0
Not ESL	STAAR	Mathematics	Spring 2023	7	44	56	21	4
EASTERN HILLS MIDDLE	STAAR	Mathematics	Spring 2023	8	34	66	22	3
ESL	STAAR	Mathematics	Spring 2023	8	42	58	26	5
Not ESL	STAAR	Mathematics	Spring 2023	8	33	67	21	2
EASTERN HILLS MIDDLE	STAAR	Science	Spring 2023	8	52	48	17	3
ESL	STAAR	Science	Spring 2023	8	57	43	5	0
Not ESL	STAAR	Science	Spring 2023	8	51	49	18	3
EASTERN HILLS MIDDLE	STAAR	Social Studies	Spring 2023	8	63	37	9	3
ESL	STAAR	Social Studies	Spring 2023	8	76	24	0	0
Not ESL	STAAR	Social Studies	Spring 2023	8	62	38	10	3

Student Learning Strengths

100% of Algebra I passed the Algebra I EOC.

STAAR data shows growth in 6th Grade Reading, 6th Grade Math, 7th Grade Math, and 8th Grade Math in comparison to 2021-2022 Campus STAAR scores.

As a campus MAP scores showed growth among our students in Reading and Math from the fall to the Spring.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: As a campus, 34% of students did not approach grade level on the Reading STAAR test.

Problem Statement 2: As a campus, 38% of students did not approach grade level on the Math STAAR test .

Problem Statement 3: 63% of all 8th graders did not approach grade level on the Social Studies STAAR test.

Problem Statement 4: 51% of all 8th graders did not approach grade level on the Science STAAR test.

Problem Statement 5: All students have experienced gaps in learning from previous years.

Problem Statement 6: 20% of students in Special Education scored "likely to pass" on the STAAR Reading assessments.

Problem Statement 7: Emergent Bilingual students scored below the campus average in all subjects tested by STAAR.

Problem Statement 8: 12% of students in Special Education scored "likely to pass" on the STAAR Math assessments.

Problem Statement 9: Identified at-risk students scored below the campus average for "meets grade level" standards in Reading and Math tested by STAAR.

Problem Statement 10: Grade 6th & 7th Gifted and Talented (GT) students showed a decrease in "meets/masters grade level" performance on the Reading and Math STAAR.

School Processes & Programs

School Processes & Programs Summary

At EHMS, we pride ourselves on being supportive and compassionate to the needs of our students and staff. Through innovative and detailed planning we are able to create a positive and structured learning environment that is conducive to success. We continue to utilize both district and campus resources designed to track student success, analyze data, and to adjust our instructional plans, as needed, in order to meet growth and needs of our stakeholders.

EHMS teachers identify current units of study from the TEKS Resource System (TRS) using the “Year at a Glance” and the “IFD” as a guide. Campus and District areas of need are identified, historical data evaluated, and strategies developed to address these areas in order to incorporate the strategies into lessons as appropriate. Teachers use Webb’s Depth of Knowledge, Bloom’s Taxonomy, Hess’ Cognitive Rigor matrix and other resources to:

- Unpack the standards to determine the learning goals and targets
- Identify the cognitive level of objectives, targets, activities, tasks, and/or assessments
- Develop learning goals and targets to post, articulate, and reference throughout the lesson
- Assess student understanding, at high cognitive levels, through student discourse, justification, and questioning

CURRICULUM, INSTRUCTION and ASSESSMENT

Being one of 11 middle schools, and being part of a large district affords us resources to have access to top quality staff development and materials. Our entire district, from the superintendent down, places teaching and learning as the primary focus of all we say and do. There is broad support at the central administration level for instructional assistance.

Our staff agrees that there is a positive relationship among administrators and teachers where all staff members work toward accomplishing the same goal of increasing student achievement. Despite this strength, TTESS and walkthrough data as well as coaching walk data highlighted some concerns regarding differentiation, student engagement, and opportunities for higher-level thinking and frequent student collaboration. These concerns were reflected in the final assessment of STAAR scores. This was also a concern for our sub-populations.

Our plan for the 2023-2024 school year emphasizes the need to analyze student data connected to specific instructional strategies and use of results to reflect on teaching and to monitor teaching strategies and behaviors in relation to student success. We will work on anticipating possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery and proactively develops techniques to address obstacles to learning. Teachers will gather input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.

SPECIAL POPULATIONS

While teachers are aware of the students who are part of a special population such as GT, ELL, At Risk and SPED, there is not a specific focus on providing strategies and support for teachers to differentiate instruction in the regular classroom. Additional targeted supports also need to be implemented in order to meet the individual needs of these students.

GT Program - There is a need to focus on the extension needs of these students in the classroom and revitalizing a program that has been steadily declining.

DISCIPLINE

There is a need to implement a discipline program that focuses not solely on consequences to increase personal responsibility and decrease repeat discipline infractions. In an effort to instill and foster our core values of integrity, humility and resilience in our students a restorative approach to discipline will be implemented which focuses on relationships and personal accountability. Out of the 1597 incidents we had on campus last school year, 287 were repeat offenders. This equated to 17.97% of our student population. The data shows a need for additional restorative practices being applied on campus.

TECHNOLOGY

Technology use has increased with the rise in numbers of students and staff. A laptop has been assigned to each teacher to use for lesson design and implementation with a variety of software applications installed. Attendance, grades, communication, and collaboration are all employed using their laptops. Students have access to iPad labs or laptop labs in almost every core classroom. The library has several computers for student use as well. Every math class has access to TI-inspire wireless graphing calculators. Core classrooms have mounted smart projectors, document cameras, which all increase student engagement.

Our Campus Technology Specialist is available to support and assist throughout the school day for any technology issues.

The EHMS leadership team meets weekly to discuss campus concerns and strengths which allows for adjustments as needed to ensure student success and campus cohesion. From these meetings, concerns can be brought back and forth to various committees on campus. The committees include: Campus Conduct Committee (CCC), SBDM (Site Based Decision Making), and Campus Employee Advocacy Committee (CEAC). These committees allow all campus voices to be heard, create dialogue, and seek solutions for issues that affect all stakeholders. Scheduled meetings for special programs (SPED, 504, RtI) are held to discuss students with specific needs.

The Staff and Student Handbooks are revised each year, reviewed at in-service, and shared with the staff electronically. The Staff Handbook is in a shared folder and the Student Handbook is posted on our website.

Communication with parents is essential to build positive relationships. The EHMS website is located on the KISD web-page and provides information about school news, upcoming calendar events and other pertinent information. We also send out a weekly S'more newsletter with all of the events happening on campus. Our social media platforms are updated throughout the week to showcase what's happening on campus. Throughout the school year parents are invited to meet with teachers before/after school and during the teacher's assigned conference period to address any issues that may arise concerning their child. Parents are also encouraged to track their student's grades and attendance through the home access portal. The counselor's office remains a center for our parents to use as guidance for academic and behavioral needs.

School Processes & Programs Strengths

We have a full time district literacy coach and math coach assigned to the campus.

Our district provides the TEKS Resource System Curriculum Instruction and Assessment tool coupled with district curriculum and common-based assessments.

Our district provides a wide variety of staff development opportunities via Eduphoria workshop that are free of charge to all staff.

The Principal for the campus will continue processes and programs in place that foster strong, campus leadership and increase morale among staff. Campus-wide initiatives supported by high expectations will increase. Opportunities for staff and parent collaboration will be increased and in some cases, required.

Administration and faculty are readily available to meet with parents, and teachers use a wide variety of methods to reach out and communicate with them.

The school has a Boys & Girls Club that is open until 6:00 p.m to support students and parents.

We have regular meetings including: weekly Admin Team and Leadership team meetings, monthly grade-level academy meetings, monthly parent and community meetings and workshops and quarterly SBDM Meetings.

EHMS has a full time Campus Technologist and a full time CT Aide to support campus technology.

EHMS has a desktop lab on each hallway and 9 department laptop carts which create the opportunity for a 2:1 student to technology ratio.

Students have access to one drive and Schoology to save their classroom work.

EHMS is continuing to equip the campus with technological devices to increase access for all students.

EHMS has a lending library for laptops for student use.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction.

Problem Statement 2: GT summits and projects showed that GT Students need additional support to problem solve, analyze, create, connect, and apply concepts at high levels.

Problem Statement 3: Teachers need to use data effectively in their classrooms to improve student growth.

Problem Statement 4: Classroom lessons and learning goals need to be better aligned to the target, tasks and State Standards as indicated in State Testing information.

Problem Statement 5: Teachers need to consistently differentiate and create rigorous activities.

Problem Statement 6: A majority of instructional practices and student work are in DOK Levels 1 and 2. Students need to be challenged to problem solve and/or extend their thinking.

Problem Statement 7: Restorative practices need to be consistently implemented across the campus with fidelity.

Problem Statement 8: Bridge days need to be used effectively.

Problem Statement 9: Students need to consistently track their progress throughout the school year.

Problem Statement 10: Campus need to improve communication with parents.

Problem Statement 11: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of English Language Learners (ELL), 504, Special Education, and Gifted and Talented (GT) programs.

Problem Statement 12: Eastern Hills has not had consistency across the school with expectations for student behavior as indicated from administrative observations and feedback from faculty and staff.

Perceptions

Perceptions Summary

Eastern Hills Middle School was built in 1987. We are centrally located in "Old Harker Heights" at 300 Indian Trail. Our attendance zone encompasses, modest tract housing, apartments and multiple trailer parks. The district rezoning prior to the 2020-21 school year created a higher level of low SES families at EHMS.

Attendance is low at school events; while the 8th grade football games are the most popular event, there are less than 100 spectators at a game. Other events have significantly lower attendance. As the campus seeks to improve parent engagement, parent and student connectedness, increase parent knowledge of what is occurring on campus, and meet the expectations of Title I funding, there will be a concerted effort to improve parent, family, and community involvement.

The needs assessment process suggests that we need to do a better job of getting parents to partner with us to support the instructional process, and to help them better understand how to partner with us in improving student performance.

The information below shows parent survey results from the 2022-23 school year:

- This school provides quality programs for my student - 94%
- I am pleased with the quality of instruction – 94%
- The use of technology in the classroom – 92%
- The school keeps me informed and updated – 92%
- Teachers at this school set expectations– 91%
- Teachers at this school provide a nurturing environment – 89%
- I am happy with my child’s experience at this school – 87%
- This school sends regular communication - 97%
- As a parent, I feel welcomed and respected – 94%
- Overall, I have confidence in the campus – 92%
- The school provides a safe campus for students – 91%
- This school promptly responds to my phone calls – 86%
- I am pleased the food choices available – 79%
- I feel connected to other parents/families – 57%

The percentage represents the percent of parents who selected “strongly agree” or “agree” for each statement. 80% or higher is typically used as the benchmark for these questions.

Parents also shared the following suggestions from the survey:

- Weekly emails with academic updates from teachers
- Parent knowledge of what is going on in the classroom-information on the units
- Updating TAC and grades sooner
- More consistent disciplinary actions

Perceptions Strengths

We have improved communication and ways to inform parents of events and other campus news through Facebook, Twitter and Instagram. The addition of a weekly Principal newsletter has increased communication.

Teachers are also becoming more active in supporting the vision and direction of the campus by taking an active role in leadership activities.

Community members support our extra-curricular and student activities by volunteering to assist where needed.

Our partnership with our Adopt-a-Unit, III Corps, is very strong. They support our activities before, during, and after school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance at parent/stakeholder meetings that impact student achievement are lower than other student activities.

Problem Statement 2: Parent surveys showed that our campus needs to do better at seeing parents as a partner in their child's education.

Problem Statement 3: A majority of the staff is still relatively new to the campus and new to teaching which has a direct impact on student learning and campus culture.

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 using proven high-yield instructional strategies, making data-driven decisions, and formulating timely and appropriate interventions, EHMS students (as measured in each indicator) will improve STAAR Reading scores from the 2022-2023 school year by the following percentages:

- * Approaches: 15% improvement
- * Meets: 10% improvement
- * Masters: 5% improvement

Evaluation Data Sources: Spring 2024 STAAR Results

Strategy 1 Details

Strategy 1: The ELA department will document in their lesson plans and use AVID instructional strategies weekly, to include: KWLA charts, Think-Alouds and Structured Dialogue, Depth and Complexity Thinking Tools, Reading Across Costa's Levels of Thinking, Purposeful Rereading to Deepen Comprehension and Retention, Higher Order Discussion Techniques, and Socratic Seminars.

Additional targeted support will be provided to at-risk students (with a focus on African American, Hispanic, white, and two or more races).

Strategy's Expected Result/Impact: Improved scores in each subject as evidenced by report card grades, reduction of failures each nine weeks, final STAAR scores, MAP testing scores, CUA improvement and walkthrough observations.

The desired impact is to increase the percentage of students whose academic achievement status meets grade level standard in reading by 10% from the previous year.

Staff Responsible for Monitoring: CIS and Administration

Teacher Leader to support efforts

District Literacy Coach

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 2 - Student Learning 1, 5, 6, 7 - School Processes & Programs 3, 4, 5, 6

Funding Sources: AVID Weekly - 166 - State Comp Ed - 166.11.6299.OL.046.30.AR0 - \$625

Strategy 2 Details

Strategy 2: The ELA department will use the Comprehension Strategy Cards to promote lead4ward engaging lessons to reach special population students (At-Risk, SpEd, 504, EB, GT, and Honors). These cards will help with planning lessons and activities that will promote better retention of content material. Teachers will bring these to PLC weekly to discuss comprehension strategies and activities to implement in their classroom.

Strategy's Expected Result/Impact: Improve STAAR Scores
Close learning Gaps

Staff Responsible for Monitoring: Teachers
CIS
Administration

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 5 - School Processes & Programs 1, 3, 4, 5, 6

Funding Sources: Comprehension Strategy Cards - 211 - ESEA, Title I Part A - 211.11.6399.00.46.30.000 - \$300

Strategy 3 Details

Strategy 3: EHMS will conduct a "Panther Boot Camp" every 9 weeks to support classroom instruction and prepare students for the Reading STAAR test on Saturday.

Strategy's Expected Result/Impact: Students will be more prepared and feel more confident when taking STAAR tests.

Staff Responsible for Monitoring: Campus Lead Teachers
Administration
Tested Subject Area teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 5, 6 - School Processes & Programs 6

Funding Sources: Instructional supplies for Panther Boot Camps - 211 - ESEA, Title I Part A - 211.11.6399.00.46.30.000 - \$1,500

Strategy 4 Details

Strategy 4: EHMS will host a Family Reading Night in the fall geared towards helping students and parents learn test taking strategies and ways to support student enrichment at home.

Strategy's Expected Result/Impact: Students will be more prepared and feel more confident when taking STAAR tests.

Staff Responsible for Monitoring: Campus lead teacher
Administration

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 1, 6, 7 - Perceptions 1

Funding Sources: Instructional Supplies for Family Reading Night - 211 - ESEA, Title I Part A - 211.61.6399.00.46.30.000 - \$500

Strategy 5 Details

Strategy 5: 6th grade at-risk students enrolled in reading and 7th and 8th grade at-risk students enrolled in the accelerated reading classes will have access to iLit. Students will access iLit on iPads with keyboards for written responses.

Strategy's Expected Result/Impact: Increased reading levels on MAP testing.

Staff Responsible for Monitoring: CIS

Administration
ELAR Lead teacher
ACC Reading teacher

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: 30 Ipad cases for Accelerated reading instruction and interventions - 211 - ESEA, Title I Part A - 211.11.6398.00.046.30.000 - \$10,590, Ipad cases for Accelerated reading instruction and interventions - 211 - ESEA, Title I Part A - 211.11.6399.00.046.30.000 - \$2,760, Ipad cart - 211 - ESEA, Title I Part A - 211.11.6394.00.46.30.000 - \$900

Strategy 6 Details

Strategy 6: Students will receive supplemental instruction through intervention reading classes, as well as from an at-risk intervention aide to support our at-risk population in reading classes throughout the school day. Additional Targeted Support will be provided to identified At-Risk Students (with a focus on African American, Hispanic, white, and two or more races) in reading through accelerated instruction, in order to increase all students' academic achievement status to meet grade level standard in reading. Interventions will be provided to struggling readers through a variety of interventions, including iLit20, iLit45, intervention period, and special sessions using technology within the school day.

Strategy's Expected Result/Impact: Students will show growth through improved classroom grades, growth on MAP testing and growth on the STAAR assessments.

Staff Responsible for Monitoring: Teacher of student

Intervention Aide

Intervention Teachers

CIS

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 5, 6, 7

Funding Sources: At-risk Intervention Aide - 166 - State Comp Ed - 166.11.6129.00.046.30.AR0 - \$26,168, Intervention Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.46.30.000 - \$73,000, Intervention Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.46.30.000 - \$70,150

Strategy 7 Details

Strategy 7: The ELA department will meet weekly to plan out engaging lessons that reach all modalities of learning (visual, hearing, interactive, etc.) and higher-level questioning to improve students' engagement and promote differentiation within the classroom using Keeping the Wonder strategies. This will address the special populations (At-Risk, SpEd, 504, EB, GT, and Honors) students who have statistically been shown to struggle with growth.

Strategy's Expected Result/Impact: Support Differentiation

Improve rigor in the classroom

Improve student learning

Staff Responsible for Monitoring: CIS

AP

Lead Teacher

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1, 5, 6 - School Processes & Programs 3, 4, 5, 6, 8

Funding Sources: Keeping the Wonder Workshop - 211 - ESEA, Title I Part A - 211.13.6299.00.46.30.000 - \$882

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Staff members and Admin need additional Professional Development focused on best practices: AVID strategies, rigor matrix, literacy, Lead Forward, and high yield teaching strategies.

Problem Statement 3: Campus attendance numbers are consistently below the district daily average.

Student Learning

Problem Statement 1: As a campus, 34% of students did not approach grade level on the Reading STAAR test.

Problem Statement 5: All students have experienced gaps in learning from previous years.

Problem Statement 6: 20% of students in Special Education scored "likely to pass" on the STAAR Reading assessments.

Problem Statement 7: Emergent Bilingual students scored below the campus average in all subjects tested by STAAR.

School Processes & Programs

Problem Statement 1: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction.

Problem Statement 3: Teachers need to use data effectively in their classrooms to improve student growth.

Problem Statement 4: Classroom lessons and learning goals need to be better aligned to the target, tasks and State Standards as indicated in State Testing information.

Problem Statement 5: Teachers need to consistently differentiate and create rigorous activities.

Problem Statement 6: A majority of instructional practices and student work are in DOK Levels 1 and 2. Students need to be challenged to problem solve and/or extend their thinking.

Problem Statement 8: Bridge days need to be used effectively.

Perceptions

Problem Statement 1: Attendance at parent/stakeholder meetings that impact student achievement are lower than other student activities.

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 using proven high-yield instructional strategies, making data-driven decisions, and formulating timely and appropriate interventions, EHMS students (as measured in each indicator) will improve STAAR Math scores from the 2022-2023 school year by the following percentages:

- * Approaches: 15% improvement
- * Meets: 15% improvement
- * Masters: 10% improvement

Evaluation Data Sources: Spring 2024 STAAR Results

Strategy 1 Details

Strategy 1: The Math department will document in their lesson plans and use AVID instructional strategies weekly, to include: KWLA charts, Think-Alouds and Structured Dialogue, Depth and Complexity Thinking Tools, and WICOR.

Additional targeted support will be provided to at-risk students (with a focus on African American, Hispanic, white, and two or more races).

Strategy's Expected Result/Impact: Improved scores in each subject as evidenced by report card grades, reduction of failures each nine weeks, final STAAR scores, MAP testing scores, CUA improvement and walkthrough observations.

The desired impact is to increase the percentage of students whose academic achievement status meets grade level standard in reading to at least 40%.

Staff Responsible for Monitoring: CIS and Administration

Teacher Leader to support efforts

District Literacy Coach

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 2 - Student Learning 2, 5, 7, 8 - School Processes & Programs 2, 3, 4, 6

Strategy 2 Details

Strategy 2: EHMS will conduct a "Panther Boot Camp" every 9 weeks to support student learning and growth on STAAR on Saturday.

Strategy's Expected Result/Impact: Students will be more prepared and feel more confident when taking STAAR tests.

Staff Responsible for Monitoring: Campus Lead Teachers

Administration

Tested Subject Area teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 5, 7, 8 - School Processes & Programs 3, 5

Funding Sources: Instructional supplies for Panther Boot Camps - 211 - ESEA, Title I Part A - 211.11.6399.00.46.30.000 - \$1,500

Strategy 3 Details

Strategy 3: EHMS will host a Family Math Night geared towards helping students and parents learn test taking strategies and ways to support student enrichment at home.

Strategy's Expected Result/Impact: Students will be more prepared and feel more confident when taking STAAR tests.

Staff Responsible for Monitoring: Campus lead teacher

Administration

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Perceptions 1

Funding Sources: Instructional supplies for Family Math Night - 211 - ESEA, Title I Part A - 211.61.6399.00.46.30.000 - \$500

Strategy 4 Details

Strategy 4: 7th and 8th grade at-risk students enrolled in the accelerated math classes will have access to online interventions. Students will access online intervention using iPads. 8th grade students will use TI Inspire calculators to support interventions.

Strategy's Expected Result/Impact: Increased math levels on MAP testing.

Staff Responsible for Monitoring: CIS

Administration

Math Lead teacher

ACC Math teacher

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Funding Sources: 20 Ipad for Accelerated math class and interventions - 211 - ESEA, Title I Part A - 211.11.6398.00.46.30.000 - \$7,160, 20 Ipad cases for Accelerated math class and interventions - 211 - ESEA, Title I Part A - 211.11.6399.00.046.30.000 - \$1,840, Ipad cart - 211 - ESEA, Title I Part A - 211.11.6394.00.46.30.000 - \$900, TI Inspire Calculators - 211 - ESEA, Title I Part A - 211.11.6399.00.46.30.000 - \$8,000

Strategy 5 Details

Strategy 5: EHMS will send teachers of at-risk and/or ELL students to the STAAR Redesign Training through Region XII to learn more about how to respond and redesign our classroom instruction to encompass the demands the new item types to include, instructional strategies for differentiation, using collaboration in the classroom, designing engaging lessons, intervention, and STAAR strategies. Teachers will implement best practice instructional strategies for differentiation to engage all learners and address targeted learning needs during interventions and instruction.

Strategy's Expected Result/Impact: Improve STAAR scores

Improve classroom lessons and design

Staff Responsible for Monitoring: CIS

Admin

Lead Teacher

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 2, 5, 7, 8 - School Processes & Programs 3, 5, 8

Funding Sources: STAAR Redesign Training Through Region XII - 211 - ESEA, Title I Part A - 211.13.6239.00.046.30.000 - \$300, Substitutes for Teachers - 211 - ESEA, Title I Part A - 211.11.6116.00.46.30.000 - \$300

Strategy 6 Details

Strategy 6: EHMS will send Math teachers to CAMT professional development to learn more about instructional strategies for differentiation, using collaboration in the classroom, designing engaging lessons, intervention, and STAAR strategies. Teachers will implement best practice instructional strategies for differentiation to engage all learners and address targeted learning needs during interventions and instruction.

Strategy's Expected Result/Impact: Improved STAAR Scores

Student Growth

Differentiation in the classroom

Improved classroom engagement

Staff Responsible for Monitoring: CIS

Lead Teacher

Admin Team

Problem Statements: Demographics 2 - Student Learning 2, 7, 8 - School Processes & Programs 3, 5, 6

Funding Sources: CAMT Professional Development - 211 - ESEA, Title I Part A - 211.13.6411.00.046.30.000 - \$3,000, CAMT Professional Development - 166 - State Comp Ed - 166.13.6411.00.046.30.ARO - \$2,654

Strategy 7 Details

Strategy 7: To improve student achievement and close gaps our students will receive supplemental instruction through intervention math classes as well as from an at-risk intervention aide to support our at-risk population. Additional Targeted Support will be provided to identified At-Risk Students (with a focus on African American, Hispanic, white, and two or more races) in math through accelerated instruction, in order to increase all students' academic achievement status to meet grade level standard in math. Interventions will be provided to students below grade level in math through a variety of interventions, including Imagine Math, tutorials, and special sessions using technology within the school day and/or after school and on weekends. Healthy snacks will be provided in after school tutorials.

Strategy's Expected Result/Impact: Students will show growth through improved classroom grades, growth on MAPS testing and growth on the STAAR assessments.

Staff Responsible for Monitoring: Teacher of student

Intervention Aide

Intervention Teachers

CIS

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 5, 7, 8

Funding Sources: Intervention Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.46.30.000 - \$70,620, At-risk Intervention Aide - 166 - State Comp Ed - 166.11.6121.CA.046.30.ARO - \$26,168

Strategy 8 Details

Strategy 8: After-school tutoring and weekly remediation opportunities will be provided to at-risk students through the Delta Math program which allows teachers to access students performance data, analyze their progress, and create ad hoc assignments for remedial work and to provide more practice.

Strategy's Expected Result/Impact: Increased success on CUA

Improved STAAR Scores

Differentiation in the classroom

Staff Responsible for Monitoring: CIS

Admin

Teacher Lead

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 5, 7, 8 - School Processes & Programs 5, 6, 8

Funding Sources: Delta Math for Supplemental Math Remediation - 166 - State Comp Ed - 166.11.6299.OL.046.30.AR0 - \$870

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Staff members and Admin need additional Professional Development focused on best practices: AVID strategies, rigor matrix, literacy, Lead Forward, and high yield teaching strategies.

Problem Statement 3: Campus attendance numbers are consistently below the district daily average.

Student Learning

Problem Statement 2: As a campus, 38% of students did not approach grade level on the Math STAAR test .

Problem Statement 5: All students have experienced gaps in learning from previous years.

Problem Statement 7: Emergent Bilingual students scored below the campus average in all subjects tested by STAAR.

Problem Statement 8: 12% of students in Special Education scored "likely to pass" on the STAAR Math assessments.

School Processes & Programs

Problem Statement 2: GT summits and projects showed that GT Students need additional support to problem solve, analyze, create, connect, and apply concepts at high levels.

Problem Statement 3: Teachers need to use data effectively in their classrooms to improve student growth.

Problem Statement 4: Classroom lessons and learning goals need to be better aligned to the target, tasks and State Standards as indicated in State Testing information.

Problem Statement 5: Teachers need to consistently differentiate and create rigorous activities.

Problem Statement 6: A majority of instructional practices and student work are in DOK Levels 1 and 2. Students need to be challenged to problem solve and/or extend their thinking.

Problem Statement 8: Bridge days need to be used effectively.

Perceptions

Problem Statement 1: Attendance at parent/stakeholder meetings that impact student achievement are lower than other student activities.

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 using proven high-yield instructional strategies, making data-driven decisions, and formulating timely and appropriate interventions, EHMS students (as measured in each indicator) will improve STAAR Social Studies scores from the 2022-2023 school year by the following percentages:

- * Approaches: 20% improvement
- * Meets: 15% improvement
- * Masters: 10% improvement

Evaluation Data Sources: Spring 2024 STAAR Results

Strategy 1 Details

Strategy 1: The Social Studies department will document in their lesson plans and use AVID instructional strategies weekly, to include: KWLA charts, Think-Alouds and Structured Dialogue, Depth and Complexity Thinking Tools, Reading Across Costa's Levels of Thinking, Purposeful Rereading to Deepen Comprehension and Retention, Higher Order Discussion Techniques, and Socratic Seminars.

Additional targeted support will be provided to at-risk students (with a focus on African American, Hispanic, white, and two or more races).

Strategy's Expected Result/Impact: Improved scores in Social Studies as evidenced by report card grades; reduction of failures each nine weeks, final STAAR scores and walkthrough observations.

The desired impact is to increase the percentage of students whose academic achievement status meets grade level standard in reading to at least 50%.

Staff Responsible for Monitoring: CIS and Administration

Teacher Leader to support efforts

ESF Levers:

Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Strategy 2 Details

Strategy 2: EHMS will conduct a "Panther Boot Camp" once a 9 weeks to refine and reinforce TEKS and test-taking strategies.

Strategy's Expected Result/Impact: Students will be more prepared and feel more confident when taking STAAR tests.

Staff Responsible for Monitoring: Campus Lead Teachers

Administration

Tested Subject Area teachers

ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 5, 7

Funding Sources: Instructional supplies for Panther Boot Camps - 211 - ESEA, Title I Part A - 211.11.6399.00.46.30.000 - \$2,000

Strategy 3 Details

Strategy 3: EHMS will host a Family Social Studies Night geared towards helping students and parents learn test taking strategies and ways to support student enrichment at home.

Strategy's Expected Result/Impact: Students will be more prepared and feel more confident when taking STAAR tests.

Staff Responsible for Monitoring: Campus lead teacher
Administration

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 5, 7

Funding Sources: Instructional material for Family Social Studies Night - 211 - ESEA, Title I Part A - 211.61.6399.00.46.30.000 - \$500

Strategy 4 Details

Strategy 4: EHMS will send teachers of at-risk and/or ELL students to the TXCSS Conference for History to learn more about instructional strategies for differentiation, using collaboration in the classroom, designing engaging lessons, intervention, and STAAR strategies. Teachers will implement best practice instructional strategies for differentiation to engage all learners and address targeted learning needs during interventions and instruction.

Strategy's Expected Result/Impact: Improve STAAR scores

Improve classroom lessons and design

Staff Responsible for Monitoring: CIS

Admin
Teacher Lead

Problem Statements: Student Learning 3, 5, 7 - School Processes & Programs 1, 4, 5, 6, 8

Funding Sources: TXCSS Conference for History - 166 - State Comp Ed - 166.13.6411.00.046.30.AR0 - \$2,000, Substitute for teachers at PD - 166 - State Comp Ed - 166.11.6116.00.046.30.AR0 - \$320, TXCSS Conference for History - 211 - ESEA, Title I Part A - 211.13.6411.00.046.30.000 - \$2,000, Substitutes for teachers at PD - 211 - ESEA, Title I Part A - 211.11.6116.00.46.30.000 - \$320

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: 63% of all 8th graders did not approach grade level on the Social Studies STAAR test.

Problem Statement 5: All students have experienced gaps in learning from previous years.

Problem Statement 7: Emergent Bilingual students scored below the campus average in all subjects tested by STAAR.

School Processes & Programs

Problem Statement 1: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction.

Problem Statement 4: Classroom lessons and learning goals need to be better aligned to the target, tasks and State Standards as indicated in State Testing information.

Problem Statement 5: Teachers need to consistently differentiate and create rigorous activities.

Problem Statement 6: A majority of instructional practices and student work are in DOK Levels 1 and 2. Students need to be challenged to problem solve and/or extend their thinking.

School Processes & Programs

Problem Statement 8: Bridge days need to be used effectively.

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

Performance Objective 4: By using proven high-yield instructional strategies, making data-driven decisions, and formulating timely and appropriate interventions, EHMS students (as measured in each indicator) will improve STAAR Science scores from the 2022-2023 school year by the following percentages:

- * Approaches: 20% improvement
- * Meets: 15% improvement
- * Masters: 10% improvement

Evaluation Data Sources: Spring 2024 STAAR Results

Strategy 1 Details

Strategy 1: The Science department will document in their lesson plans and use AVID instructional strategies weekly, to include: KWLA charts, Think-Alouds and Structured Dialogue, Depth and Complexity Thinking Tools, Reading Across Costa's Levels of Thinking, Purposeful Rereading to Deepen Comprehension and Retention, Higher Order Discussion Techniques, and Socratic Seminars.

Additional targeted support will be provided to at-risk students (with a focus on African American, Hispanic, white, and two or more races).

Strategy's Expected Result/Impact: Improved scores in Science as evidenced by report card grades; reduction of failures each nine weeks, final STAAR scores and walkthrough observations.

The desired impact is to increase the percentage of students whose academic achievement status meets grade level standard in science to at least 50%.

Staff Responsible for Monitoring: CIS and Administration

Teacher Leader to support efforts

ESF Levers:

Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 4, 7 - School Processes & Programs 1, 3, 4, 5, 6, 8

Strategy 2 Details

Strategy 2: EHMS will conduct a "Panther Boot Camp" prior to the Science STAAR tests to refine and reinforce TEKS and test-taking strategies.

Strategy's Expected Result/Impact: Students will be more prepared and feel more confident when taking STAAR tests.

Staff Responsible for Monitoring: Campus Lead Teachers

Administration

Tested Subject Area teachers

ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Instructional supplies for Panther Boot Camps - 211 - ESEA, Title I Part A - 211.11.6399.00.46.30.000 - \$1,500

Strategy 3 Details

Strategy 3: EHMS will host a Family Science Night geared towards helping students and parents learn test taking strategies and ways to support student enrichment at home.

Strategy's Expected Result/Impact: Students will be more prepared and feel more confident when taking STAAR tests.

Staff Responsible for Monitoring: Campus lead teacher
Administration

ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Instructional resources for Family Science Night - 211 - ESEA, Title I Part A - 211.61.6399.00.46.30.000 - \$500

Strategy 4 Details

Strategy 4: Science team will emphasize teaching all students critical thinking skills, drawing conclusions, and making connections on charts, graphs, and tables to pre-teach vocabulary at the beginning of each unit.

Strategy's Expected Result/Impact: Improved scores in Science as evidenced by report card grades; reduction of failures each nine weeks, final STAAR scores and walkthrough observations.

The desired impact is to increase the percentage of students whose academic achievement status meets grade level standard in science to at least 50%.

Staff Responsible for Monitoring: CIS
Campus Admin

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 4, 5, 7 - School Processes & Programs 3, 4, 5, 6

Funding Sources: Science Duo - 166 - State Comp Ed - 166.13.6299.00.046.30.AR0 - \$1,395

Strategy 5 Details

Strategy 5: Science units will be structured so that at least 30% of the instruction will be spent with students engaging in hands-on experiments in a lab setting.

Strategy's Expected Result/Impact: Improve student engagement in lessons

Improved CUA scores

Improve student understanding

Staff Responsible for Monitoring: CIS

Campus Admin

Lead teacher

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 4, 7 - School Processes & Programs 5

Funding Sources: Supplies for Labs - 211 - ESEA, Title I Part A - 211.11.6399.00.046.30.000 - \$3,500

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 4: 51% of all 8th graders did not approach grade level on the Science STAAR test.

Problem Statement 5: All students have experienced gaps in learning from previous years.

Problem Statement 7: Emergent Bilingual students scored below the campus average in all subjects tested by STAAR.

School Processes & Programs

Problem Statement 1: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction.

Problem Statement 3: Teachers need to use data effectively in their classrooms to improve student growth.

Problem Statement 4: Classroom lessons and learning goals need to be better aligned to the target, tasks and State Standards as indicated in State Testing information.

Problem Statement 5: Teachers need to consistently differentiate and create rigorous activities.

Problem Statement 6: A majority of instructional practices and student work are in DOK Levels 1 and 2. Students need to be challenged to problem solve and/or extend their thinking.

Problem Statement 8: Bridge days need to be used effectively.

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 2023-2024 school year, Emergent Bilingual students will increase STAAR scores by 15% at the approaches category, 10% in the Meets and 5% in the Masters categories in all tested areas.

Evaluation Data Sources: MAP Testing, CUA Scores, STAAR Scores

Strategy 1 Details

Strategy 1: Teachers will receive training on best practices through on going professional development to ensure success for Emergent Bilingual (EB) students.

Strategy's Expected Result/Impact: TELPAS scores will improve by at least one proficiency level per student
STAAR Reading scores will reflect at least 60% of students at "approaches" grade level or above.

Staff Responsible for Monitoring: ESL Teacher
LPAC Coordinator
CIS
Administration

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 5, 7 - School Processes & Programs 3, 5

Funding Sources: Title III Symposium - 165/ES0 - ELL - 165.13.6411.00.046.25.ES0 - \$1,450

Strategy 2 Details

Strategy 2: ESL teacher will document in lesson plans and use AVID instructional strategies weekly, to include: KWLA charts, Think-Alouds and Structured Dialogue, Depth and Complexity Thinking Tools, Reading Across Costa's Levels of Thinking, Purposeful Rereading to Deepen Comprehension and Retention, Higher Order Discussion Techniques, and Socratic Seminars.

Strategy's Expected Result/Impact: Improved scores in each subject as evidenced by report card grades, reduction of failures each nine weeks, final STAAR scores, MAP testing scores, CUA improvement and walkthrough observations.

The desired impact is to increase the percentage of students whose academic achievement status meets grade level standard in reading by 10% from the previous year.

Staff Responsible for Monitoring: CIS
Campus admin
ESL Teacher

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 5, 7 - School Processes & Programs 4, 5, 6

Strategy 3 Details

Strategy 3: An EB Family Night will be held during each semester to model literacy strategies for families so that they can better help their students learning at home and build a stronger home/school connection.

Strategy's Expected Result/Impact: Community and family connections to campus
Improved student academic success

Staff Responsible for Monitoring: LPAC Coordinator
Campus Admin

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 5, 7 - Perceptions 1

Funding Sources: Instructional supplies for EB Family Night - 263 - ESEA, Title III Part A - 263.61.6399.LE.046.25.000 - \$300, Refreshments for EB Parent Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.046.24.PAR - \$500

Strategy 4 Details

Strategy 4: An After School Learning Academy will be established to provide tutoring and instructional support to EB students in Reading and Math.

Strategy's Expected Result/Impact: Improved scores in each subject as evidenced by report card grades, reduction of failures each nine weeks, final STAAR scores, MAP testing scores, CUA improvement and walkthrough observations.

The desired impact is to increase the percentage of students whose academic achievement status meets grade level standard in reading by 10% from the previous year.

Staff Responsible for Monitoring: ESL Teacher
CIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 5, 7

Funding Sources: Instructional supplies for EB specific tutoring - 165/ES0 - ELL - 165.11.6399.00.046.25.ES0 - \$1,500

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 3: Campus attendance numbers are consistently below the district daily average.

Student Learning

Problem Statement 1: As a campus, 34% of students did not approach grade level on the Reading STAAR test.

Problem Statement 2: As a campus, 38% of students did not approach grade level on the Math STAAR test .

Problem Statement 5: All students have experienced gaps in learning from previous years.

Student Learning

Problem Statement 7: Emergent Bilingual students scored below the campus average in all subjects tested by STAAR.

School Processes & Programs

Problem Statement 3: Teachers need to use data effectively in their classrooms to improve student growth.

Problem Statement 4: Classroom lessons and learning goals needed to be better aligned to the target, tasks and State Standards as indicated in State Testing information.

Problem Statement 5: Teachers need to consistently differentiate and create rigorous activities.

Problem Statement 6: A majority of instructional practices and student work are in DOK Levels 1 and 2. Students need to be challenged to problem solve and/or extend their thinking.

Perceptions

Problem Statement 1: Attendance at parent/stakeholder meetings that impact student achievement are lower than other student activities.

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

Performance Objective 6: 75% of our GT students will achieve meets or masters for the STAAR tests that they are identified as GT in.

Evaluation Data Sources: CUA Data
MAP Scores
STAAR Scores

Strategy 1 Details

Strategy 1: EHMS will include a section in their weekly Principal Newsletter outlining important GT information and upcoming activities.

Strategy's Expected Result/Impact: Increase campus GT numbers.

Staff Responsible for Monitoring: Administration
CIS

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 2

Strategy 2 Details

Strategy 2: EHMS will hold a GT summit once per semester. GT students will participate in a pull-out enrichment day which will focus on critical thinking, problem-solving and activities which promote a high-level of rigor.

Strategy's Expected Result/Impact: Meets and Mastery levels on STAAR scores will increase.

Staff Responsible for Monitoring: Teachers
CIS
Administration

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: School Processes & Programs 2

Funding Sources: Supplies for GT Summit - 177 - Gifted/Talented - 177.11.6399.00.046.21.000 - \$2,000, Awards for GT Summit - 177 - Gifted/Talented - 177.11.6498.00.046.21.000 - \$675, Substitutes for teachers - 177 - Gifted/Talented - 177.11.6116.00.046.21.000 - \$1,000

Strategy 3 Details

Strategy 3: Virtual and in person field-based instructional experiences aligned with the TEKS for GT students will be provided to teach, reinforce and extend knowledge of concepts that are being taught in the classroom.

Strategy's Expected Result/Impact: Increase meets and masters scores on STAAR; Improvement on CUA scores

Staff Responsible for Monitoring: GT Teachers
CIS

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Strategy 4 Details

Strategy 4: GT teachers will engage in on-going professional development throughout the school year to better support their student's learning effectively.

Strategy's Expected Result/Impact: GT teachers will be able to provide enrichment activities to facilitate GT students' growth to obtain masters level on STAAR.

Staff Responsible for Monitoring: CIS

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 2 - School Processes & Programs 2, 4, 5, 6

Funding Sources: Books for Book Study-Out of My Mind - 177 - Gifted/Talented - 177.13.6329.00.046.21.000 - \$1,000

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 2: Staff members and Admin need additional Professional Development focused on best practices: AVID strategies, rigor matrix, literacy, Lead Forward, and high yield teaching strategies.

Student Learning

Problem Statement 1: As a campus, 34% of students did not approach grade level on the Reading STAAR test.

Problem Statement 2: As a campus, 38% of students did not approach grade level on the Math STAAR test .

Problem Statement 3: 63% of all 8th graders did not approach grade level on the Social Studies STAAR test.

Problem Statement 4: 51% of all 8th graders did not approach grade level on the Science STAAR test.

School Processes & Programs

Problem Statement 2: GT summits and projects showed that GT Students need additional support to problem solve, analyze, create, connect, and apply concepts at high levels.

Problem Statement 4: Classroom lessons and learning goals need to be better aligned to the target, tasks and State Standards as indicated in State Testing information.

Problem Statement 5: Teachers need to consistently differentiate and create rigorous activities.

School Processes & Programs

Problem Statement 6: A majority of instructional practices and student work are in DOK Levels 1 and 2. Students need to be challenged to problem solve and/or extend their thinking.

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

Performance Objective 7: By the end of the 2023-2024 school year, the Reading and Math STAAR scores of all at-risk students will increase by 15% at the approaches category, 10% for Meets, and 5% for Masters.

Evaluation Data Sources: 2024 STAAR scores, CUA scores, MAP growth, 4th 9-weeks grades

Strategy 1 Details

Strategy 1: An After School Learning Academy (25 weeks) and Saturday Panther Boot Camps (4) will be established to provide tutoring and instructional support to struggling students and to those experiencing continuous learning gaps.

Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.

Staff Responsible for Monitoring: CIS

Campus Admin

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8

Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.046.30.000 - \$3,000

Strategy 2 Details

Strategy 2: Students will track their MAP, CUA, Interim, and academic progress throughout the school year through their advisory period. Students will create academic goals for the year and document them in their data tracking folder.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: CIS

Advisory teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 5 - School Processes & Programs 3, 9

Funding Sources: Supplies for data tracking portfolios - 211 - ESEA, Title I Part A - 211.11.6399.00.046.30.000 - \$1,000

Strategy 3 Details

Strategy 3: Teachers and select administration will attend AVID professional development to learn how to integrate literacy in every lesson, engage their students 90% or more of the time, strategies for teaching academic language and making content comprehensible to learners.

Strategy's Expected Result/Impact: Student engagement will increase as evidenced by walkthroughs. STAAR scores in all content areas will increase especially at the "meets" and "masters" levels. Improvement in UIL eligibility and academic progress in the classroom.

Staff Responsible for Monitoring: AVID Coordinator

CIS

Campus Lead Teachers

Administration

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8

Funding Sources: AVID Summer Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.046.30.000 - \$10,000

Strategy 4 Details

Strategy 4: Teachers of at-risk students will participate in two full day planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations (at-risk African Americans, at-risk SPED, at-risk Economically Disadvantaged, and ELL). Substitutes will be provided for teachers.

Strategy's Expected Result/Impact: Improvement in lesson planning; increased student engagement

Staff Responsible for Monitoring: CIS

Campus admin

Lead teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8

Funding Sources: Substitutes for planning - 211 - ESEA, Title I Part A - 211.11.6116.00.46.30.000 - \$6,001

Performance Objective 7 Problem Statements:

Demographics

Problem Statement 2: Staff members and Admin need additional Professional Development focused on best practices: AVID strategies, rigor matrix, literacy, Lead Forward, and high yield teaching strategies.

Student Learning

Problem Statement 1: As a campus, 34% of students did not approach grade level on the Reading STAAR test.

Problem Statement 2: As a campus, 38% of students did not approach grade level on the Math STAAR test .

Problem Statement 3: 63% of all 8th graders did not approach grade level on the Social Studies STAAR test.

Student Learning

Problem Statement 4: 51% of all 8th graders did not approach grade level on the Science STAAR test.

Problem Statement 5: All students have experienced gaps in learning from previous years.

Problem Statement 6: 20% of students in Special Education scored "likely to pass" on the STAAR Reading assessments.

Problem Statement 7: Emergent Bilingual students scored below the campus average in all subjects tested by STAAR.

Problem Statement 8: 12% of students in Special Education scored "likely to pass" on the STAAR Math assessments.

School Processes & Programs

Problem Statement 3: Teachers need to use data effectively in their classrooms to improve student growth.

Problem Statement 9: Students need to consistently track their progress throughout the school year.

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: Campus administration and teaching staff will attend and participate in virtual and/or in person PD that focuses on the needs of our students, student demographics, and campus. Any PD attended off-campus will be with the expectation that the staff member returns and shares the information learned in PLCs, grade level meetings, faculty meetings, and/or campus PD sessions. This will increase student success by 10% or more.

Evaluation Data Sources: End of Year staff training data and a scores on STAAR, MAPS and report cards to show growth/improvement. T-TESS, T-PESS, Walkthroughs, Coaching walks, and GRR data.

Strategy 1 Details

Strategy 1: Our CIS and lead teachers will lead PLC meetings every 10 school days that focus on AVID instructional strategies, strategies from book study, and student data from CUA, MAP, and Interim tests.

Strategy's Expected Result/Impact: Staff will increase their capacity to differentiate lessons to insure an expected level of rigor to support all students.

Staff Responsible for Monitoring: Admin

Lead Teachers

CIS

AVID coordinator

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 2 - School Processes & Programs 1, 3, 4, 5, 6, 8

Funding Sources: Fundamental 5 Book for Book Study - 211 - ESEA, Title I Part A - 211.13.6329.00.046.30.000 - \$1,000

Strategy 2 Details

Strategy 2: EHMS will send teachers of at-risk and/or ELL students and campus admin to professional development to learn more about instructional strategies for differentiation, using collaboration in the classroom, designing engaging lessons, intervention, and STAAR strategies. Teachers will implement best practice instructional strategies for differentiation to engage all learners and address targeted learning needs during interventions and instruction.

Strategy's Expected Result/Impact: Teachers will have more strategies for providing targeted instruction for At-Risk students. Student achievement will improve.

Staff Responsible for Monitoring: CIS

Campus Lead Teachers
Administration

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - School Processes & Programs 1, 3, 4, 5, 6

Funding Sources: PD for Teachers of ELL Students-2024 Think Conference - 165/ES0 - ELL - 165.13.6411.00.046.25.ES0 - \$1,095, PD for Admin-2024 Think Conference - 211 - ESEA, Title I Part A - 211.23.6411.00.046.30.000 - \$1,000, PD for ELPS Training through Region XII - 165/ES0 - ELL - 165.13.6239.00.046.25.ES0 - \$575, PD for Teachers of At Risk Students-2024 Think Conference - 166 - State Comp Ed - 166.13.6299.00.046.30.AR0 - \$1,000

Strategy 3 Details

Strategy 3: Lead teachers will meet monthly with campus admin to focus on AVID instructional strategies in the classroom and student data from CUA, MAP, and Interim tests.

Strategy's Expected Result/Impact: Lead teachers will lead PLC and professional development on campus.

Staff Responsible for Monitoring: Administration

CIS

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - School Processes & Programs 1, 3, 4, 5, 6, 8

Strategy 4 Details

Strategy 4: AVID site team will meet once a month to discuss AVID strategies in the classroom.

Strategy's Expected Result/Impact: Teachers will have more strategies for providing targeted instruction for At-Risk students. Student achievement will improve.

Staff Responsible for Monitoring: CIS

Campus Admin

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 5 Details

Strategy 5: EHMS will provide its staff with continual professional development opportunities for supporting Deaf and Hard of Hearing students in the classroom.

Strategy's Expected Result/Impact: Increased knowledge of DHH program
More staff awareness of DHH students' needs

Staff Responsible for Monitoring: Campus Admin
Facilitator

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 4

Strategy 6 Details

Strategy 6: Teachers and select administration will attend the TEKS Resource system conference to collaborate with other educators and learn innovative and new best practices and discover new ways to spark change and enhance curriculum.

Strategy's Expected Result/Impact: Student engagement will increase as evidenced by walkthroughs. STAAR scores in all content areas will increase especially at the "meets" and "masters" levels.

New ways to differentiate instruction for all learners on campus.

Staff Responsible for Monitoring: CIS
Campus Admin

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 1, 3, 4, 5, 6

Funding Sources: TEKS Resource System Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.046.30.000 - \$6,500, TEKS Resource System Conference - 211 - ESEA, Title I Part A - 211.23.6411.00.046.30.000 - \$2,500

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Staff members and Admin need additional Professional Development focused on best practices: AVID strategies, rigor matrix, literacy, Lead Forward, and high yield teaching strategies.

Problem Statement 4: A continuum of services individualized to the needs of each Deaf or Hard of Hearing (DHH) student for full engagement in all the school's programs, including educational and extracurricular activities is not fully developed.

Student Learning

Problem Statement 5: All students have experienced gaps in learning from previous years.

School Processes & Programs

Problem Statement 1: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction.

Problem Statement 3: Teachers need to use data effectively in their classrooms to improve student growth.

Problem Statement 4: Classroom lessons and learning goals need to be better aligned to the target, tasks and State Standards as indicated in State Testing information.

Problem Statement 5: Teachers need to consistently differentiate and create rigorous activities.

Problem Statement 6: A majority of instructional practices and student work are in DOK Levels 1 and 2. Students need to be challenged to problem solve and/or extend their thinking.

Problem Statement 8: Bridge days need to be used effectively.

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 2: EHMS will develop a family culture focused on Panther Pride, value, compassion, and joy that will be measured by 90% or better on campus culture survey.

Evaluation Data Sources: Staff surveys
Teacher feedback
Newsletter Kudos from staff members

Strategy 1 Details

Strategy 1: We will continue to include a section in the weekly staff newsletter to celebrate staff and keep staff informed of upcoming events.

Strategy's Expected Result/Impact: Staff will be aware of what's happening on campus. Staff will be recognized publicly.

Staff Responsible for Monitoring: Administration

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Strategy 2 Details

Strategy 2: We will hold a minimum of 2 social gatherings for staff per year.

Strategy's Expected Result/Impact: Staff will get to know each other and spend social time together.

Staff Responsible for Monitoring: Administration

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Strategy 3 Details

Strategy 3: Staff members will be spotlighted several times throughout the month: Staff members of the month, Weekly spotlights on Panther Pride videos and social media, and weekly ignite moments.

Strategy's Expected Result/Impact: Improve campus morale.

Staff Responsible for Monitoring: Administration
Lead Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 3: A majority of the staff is still relatively new to the campus and new to teaching which has a direct impact on student learning and campus culture.

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 3: EHMS will continue to use a collaborative/team approach to support campus personnel to meet the needs of our staff, to understand and share our campus values, mission, and goals, as well as provide continued PD to all new personnel throughout the school year.

Evaluation Data Sources: T-Tess
Walkthroughs
Coaching Walks
Surveys

Strategy 1 Details
<p>Strategy 1: New teachers will meet monthly with CIS, mentors, buddies, and campus administrators for on going professional development, support, and familiarity of campus procedures and expectations.</p> <p>Strategy's Expected Result/Impact: Quicker familiarity to campus for new teachers. Better support for new teachers to grow.</p> <p>Staff Responsible for Monitoring: CIS Lead Teachers Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1, 3, 4 - Perceptions 3</p>

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Staff members and Admin need additional Professional Development focused on best practices: AVID strategies, rigor matrix, literacy, Lead Forward, and high yield teaching strategies.</p>
School Processes & Programs
<p>Problem Statement 1: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction.</p> <p>Problem Statement 3: Teachers need to use data effectively in their classrooms to improve student growth.</p> <p>Problem Statement 4: Classroom lessons and learning goals needed to be better aligned to the target, tasks and State Standards as indicated in State Testing information.</p>
Perceptions
<p>Problem Statement 3: A majority of the staff is still relatively new to the campus and new to teaching which has a direct impact on student learning and campus culture.</p>

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

Performance Objective 1: All members of the Eastern Hills school wide team will actively seek to include parents and community members as partners in the support and function of our campus and strive to seek input and participation of parents and community members in campus activities at least three times per year.

Evaluation Data Sources: End of year participation data will indicate a quantifiable increase in membership/participation based on tickets sales, sign-in sheets at parent nights, and a positive response on the end of year parent survey.

Strategy 1 Details

Strategy 1: 5th Grade Panther Night: EHMS will host an informational night in the Spring for all future Panther 6th grade students. Students will be able to tour the campus and learn about different extra-curricular, fine arts, and elective programs.

Strategy's Expected Result/Impact: Allow future students and families to feel welcomed to our campus.

Staff Responsible for Monitoring: Campus Leadership Team

ESF Levers:

Lever 3: Positive School Culture

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 3 - Perceptions 1, 2

Strategy 2 Details

Strategy 2: Parents of ELL students will be invited to participate in 2 parent workshops focused on supporting their children with academic, social and emotional issues.

Strategy's Expected Result/Impact: Parents of ELL students will be supported in their efforts to support their students.

Staff Responsible for Monitoring: ELL teacher

Counselor

Parent Liaison

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 10 - Perceptions 2

Funding Sources: Supplemental Pay for 2 teachers for 2 workshops at 2 hours each workshop - 263 - ESEA, Title III Part A - 263.11.6118.LE.046.25.000 - \$240, Refreshments for ELL Parent Workshops - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.046.24.PAR - \$970, Instructional Supplies for parent workshops - 263 - ESEA, Title III Part A - 263.61.6399.LE.046.25.000 - \$450

Strategy 3 Details

Strategy 3: Parent Liaison will facilitate the connection between home and school by overseeing and managing all aspects of parent engagement and communication including workshops, meetings, volunteer coordination and feedback collection and analysis.

Strategy's Expected Result/Impact: Parent participation will increase as parents are provided with increased opportunities to engage in their students' education.

Staff Responsible for Monitoring: Parent Liaison

Administration

Counselors

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 10 - Perceptions 2

Funding Sources: Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.46.30.000 - \$32,977

Strategy 4 Details

Strategy 4: Parent Liaison will work with campus admin to develop a mentorship program led by parents and community members to support students' social-emotional needs.

Strategy's Expected Result/Impact: Develop a community mentorship program. Increased community support and awareness on campus. Reduce disciplinary issues on campus.

Staff Responsible for Monitoring: Parent Liaison

Administration

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 10 - Perceptions 2

Funding Sources: Instructional supplies for mentoring meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.46.24.PAR - \$1,000

Strategy 5 Details

Strategy 5: Our Adopt-a-Unit soldiers will visit our campus bi-monthly for campus support and to create meaningful learning experiences for our students and parents.

Strategy's Expected Result/Impact: Develop a community mentorship program. Increased community support and awareness on campus. Reduce disciplinary issues on campus

Staff Responsible for Monitoring: Parent Liaison

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 10 - Perceptions 1, 2

Strategy 6 Details

Strategy 6: Per Title I guidelines, parents will be invited to attend specific parent engagement meetings. The fall meeting will seek to educate parents regarding our Title I status and seek input and feedback for the allocation of funds. The spring meeting will focus on the Parent Engagement Policy and Home-School Compact and will seek input and feedback on those policies.

Strategy's Expected Result/Impact: More parents will become engaged in the educational process of their student and the campus will benefit from the increased parent feedback.

Staff Responsible for Monitoring: Parent Liaison
Administration
Title I Campus Coordinator

ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: School Processes & Programs 10 - Perceptions 1, 2

Funding Sources: Refreshments necessary to encourage participation and attendance - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.046.24.PAR - \$250, Instructional supplies for parent engagement meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.046.24.PAR - \$500

Strategy 7 Details

Strategy 7: EHMS will establish DHH parent support groups and host one information night for parents or families of DHH students.

Strategy's Expected Result/Impact: Increased knowledge of DHH program
More staff awareness of DHH students' needs

Staff Responsible for Monitoring: Parent liaison
Facilitator
Campus Admin

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 4 - School Processes & Programs 10 - Perceptions 2

Strategy 8 Details

Strategy 8: Parents will be invited to 3 student led parent conferences, where students will share their data tracking forms with their parents.

Strategy's Expected Result/Impact: Communication with parents
Student academic success

Staff Responsible for Monitoring: CIS
Campus admin

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 10 - Perceptions 2

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Campus attendance numbers are consistently below the district daily average.

Problem Statement 4: A continuum of services individualized to the needs of each Deaf or Hard of Hearing (DHH) student for full engagement in all the school's programs, including educational and extracurricular activities is not fully developed.

School Processes & Programs

Problem Statement 10: Campus need to improve communication with parents.

Perceptions

Problem Statement 1: Attendance at parent/stakeholder meetings that impact student achievement are lower than other student activities.

Problem Statement 2: Parent surveys showed that our campus needs to do better at seeing parents as a partner in their child's education.

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: The Eastern Hills School Wide Team will formulate and implement a comprehensive plan of action to assure that students and staff members are connected to the campus; that an atmosphere of learning and scholarship are maintained; and that students, staff and visitors feel welcomed and safe while on campus.

Evaluation Data Sources: Year end discipline data indicating a static or decrease in discipline occurrences. Disciplinary Alternative Education Placements will be limited to mandatory placements and less than 1% of total student population discretionary placements.

Strategy 1 Details

Strategy 1: Eastern Hills faculty, staff members and students will collaboratively create a Treatment Agreements and follow the agreement throughout the school year.

Strategy's Expected Result/Impact: Classroom culture which is respectful and safe for all students as evidenced by walkthroughs. Discipline referrals that reflect proactive strategies in place and are appropriate per the SCOC.

Staff Responsible for Monitoring: Teachers
Administration
Discipline Lead

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 7

Strategy 2 Details

Strategy 2: Counselors will create a watch list of students who are struggling due to social-emotional circumstances and provide support through parent contact, monthly parent coffee talks, newsletters, daily/weekly check-ins with students and individual counseling with students.

Strategy's Expected Result/Impact: Listed students will show evidence of improvement in area of need.

Staff Responsible for Monitoring: Counselors
At-risk counselor
Administration

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 3 - School Processes & Programs 7, 9 - Perceptions 2

Funding Sources: Refreshments - Monthly Counselor Coffee Talks - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.046.24.PAR - \$300

Strategy 3 Details

Strategy 3: ISS will be structured to provide social/emotional support and learning for students, restorative practices, and conflict resolution. ISS will support students in learning from their infraction so that they can make better decisions moving forward.

Strategy's Expected Result/Impact: ISS/OSS assignments will decrease.

Students will take responsibility for their actions.

Staff Responsible for Monitoring: Restorative Practice Aide

At-risk counselor

Discipline Lead

Administration

Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 3 - School Processes & Programs 7

Strategy 4 Details

Strategy 4: EHMS administration with collaboration from teachers will increase awareness and create and maintain systems and processes to maintain order and maximum adult supervision to support violence prevention and safety for all students. All teachers will be in the hallways during passing periods to monitor students.

Strategy's Expected Result/Impact: Students will understand campus safety and behavior expectations. Adult presence and supervision will decrease the number of incidents which are unsafe. Students will alert staff members to potential unsafe situations at school or within the home.

Staff Responsible for Monitoring: Administration

Counseling department

Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 3 - School Processes & Programs 7 - Perceptions 2

Strategy 5 Details

Strategy 5: Our Social Emotional Learning Specialist will serve as the transition counselor for those students returning from DAEP placement. This counselor will set up mentoring, counseling, and motivational activities for the returning students to transition and reintegrate them back to our campus.

Strategy's Expected Result/Impact: Decrease in number of students returning to the DAEP setting. Increased positive relationships for students on campus.

Staff Responsible for Monitoring: At-risk counselor

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 3 - School Processes & Programs 7 - Perceptions 2

Funding Sources: Professional Development for the SEL Specialist to Support Students Returning from DAEP - 211 - ESEA, Title I Part A - 211.31.6411.00.46.30.000 - \$500, ESC Provided Professional Development for the SEL Specialist to Support Students Returning from DAEP - 211 - ESEA, Title I Part A - 211.31.6239.00.046.30.000 - \$500

Strategy 6 Details

Strategy 6: Campus admin will include weekly Restorative Practice strategies and reminders in our weekly newsletter. A monthly faculty meeting will be held where Restorative Practice strategies are reviewed.

Strategy's Expected Result/Impact: Teachers will increase their capacity to build relationships with students which will increase levels of relevance and rigor with their students through initial training provided by the district. Campus Lead teachers and At-Risk Counselor who have already received initial training will continue to build on the restorative foundations and extend concepts to student responsibility through additional professional development.

Staff Responsible for Monitoring: Administration

CIS

At-Risk Counselor

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 3 - School Processes & Programs 7

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Campus attendance numbers are consistently below the district daily average.

School Processes & Programs

Problem Statement 7: Restorative practices need to be consistently implemented across the campus with fidelity.

Problem Statement 9: Students need to consistently track their progress throughout the school year.

Perceptions

Problem Statement 2: Parent surveys showed that our campus needs to do better at seeing parents as a partner in their child's education.

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

Performance Objective 1: Stakeholders and decision-making entities at Eastern Hills will use resources (both financial and personnel) to maximize and support classroom instruction and student success which will result in a 10% increase in student scores on STAAR.

Evaluation Data Sources: Year-end budget summaries

Strategy 1 Details
<p>Strategy 1: Through various campus committees, SBDM committee meetings, Title I Staff and Parent information sessions and Title I Parent Engagement meetings, EHMS will insure all stakeholders are provided an opportunity to review achievement data and provide input on spending and budget planning.</p> <p>Strategy's Expected Result/Impact: Meeting minutes and execution of planned activities. Survey feedback at year end.</p> <p>Staff Responsible for Monitoring: SBDM Committee Title I Coordinator Administration Climate Team Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 10 - Perceptions 1, 2</p>

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 10: Campus need to improve communication with parents.</p>
Perceptions
<p>Problem Statement 1: Attendance at parent/stakeholder meetings that impact student achievement are lower than other student activities.</p> <p>Problem Statement 2: Parent surveys showed that our campus needs to do better at seeing parents as a partner in their child's education.</p>

2023-2024 SBDM & Title I Stakeholders (MS)

Committee Role	Name	Position
Administrator/Chair	Jacquelyn Bridge	Principal
Classroom Teacher	Angel Boucher	English/ELAR
Classroom Teacher	Sandra Pauyo	Math
Classroom Teacher	Tobbie Lumzy	Social Studies
Classroom Teacher	Esther Solis	Science
Classroom Teacher	Ruth Constancio	SPED Teacher
Business Representative	Greg Collier	Business Representative
Community Representative	Jordan Hightower	Community Member
District-level Professional	Dagmar Harris	District-Level Professional
Parent	Keren Morales	Parent
Parent	x x	Parent
Paraprofessional	x x	Paraprofessional (Title I)
Paraprofessional	x x	Paraprofessional (Title I)
Student	x x	Student (Title I)
Student	x x	Student (Title I)
Technologist	x x	Other Appropriate Personnel (Title I)
Administrator	Brandi Cummings	Other School Leader (Title I)
AP	x x	Other School Leader (Title I)
Counselor	x x	Specialized Instructional Support (Title I)