

Killeen Independent School District Harker Heights Elementary School

2022-2023



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Demographics:

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

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

Special Programs:

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

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

Faculty Demographics:

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

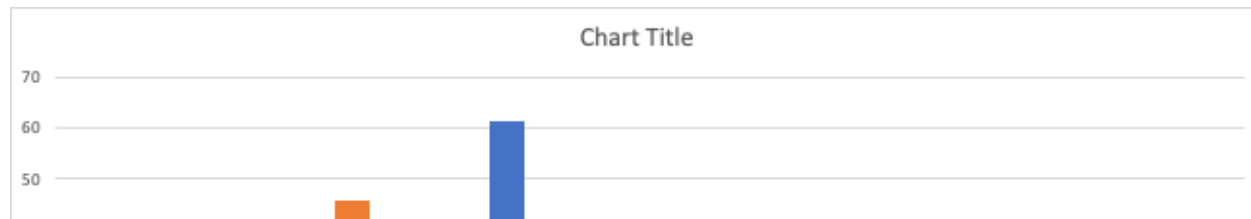
Hispanic: 31.1% Native American: 1.9% Asian: 2.8% African American: 13.6% Pacific Islander: 0% White: 46.6% Two or More Races: 2%

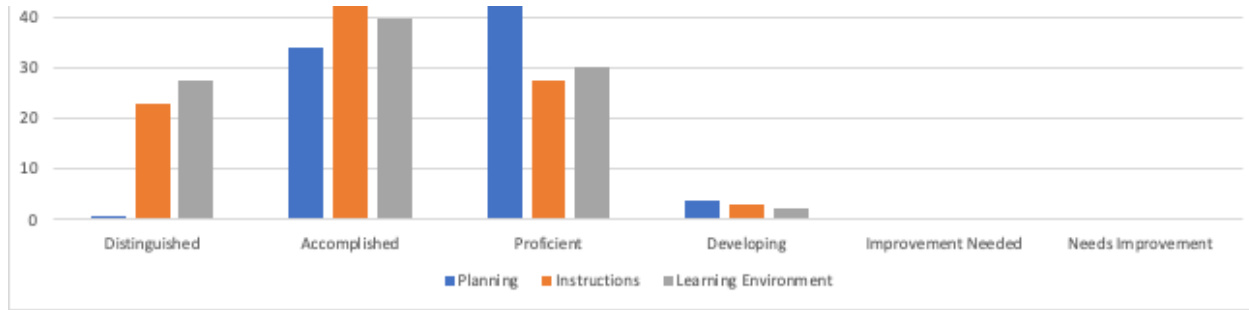
Education Levels and Professional Experience:

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

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

Faculty TTESS Summary:





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

Discipline:

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

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

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

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

Demographics Strengths

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

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

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

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

Problem Statements Identifying Demographics Needs

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

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

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

Student Learning

Student Learning Summary

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

2022 STAAR

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

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

STAAR Performance Levels by Target Populations (See Addendum)

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

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

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

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

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

Campus Closing The Gaps Goals

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

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

2022 TELPAS

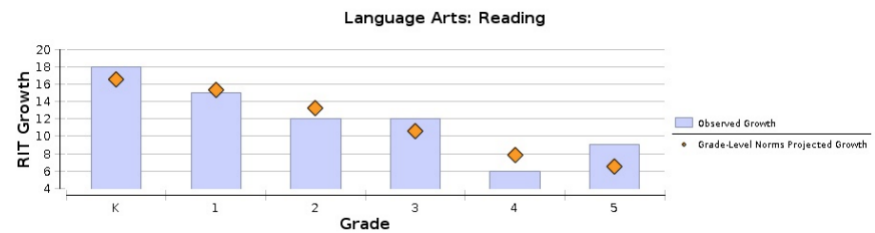
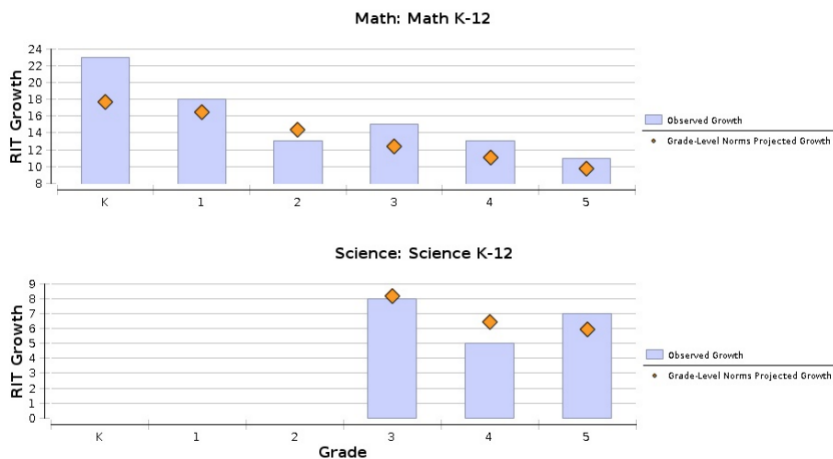
TELPAS 2022								
	Listening				Speaking			
Grade	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
K	42/33/100	31/28/-	18/21/-	10/18/-	49/40/100	27/27/-	16/17/-	8/15/-
1	20/16/48	34/36/42	27/31/10	19/16/-	28/21/52	33/33/42	24/31/6	16/15/-
2	9/3/-	24/18/13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

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

Key: State / KISD / Campus

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

MAPS Data (Student Growth Universal Screener):



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

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

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

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

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

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

Student Learning Strengths

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

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

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

Problem Statements Identifying Student Learning Needs

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

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

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

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

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

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

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

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

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

School Organization:

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

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

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

Celebrations

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

Curriculum and Instruction

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

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

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

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

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

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

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

Family Engagement:

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

Staff Recruitment and Retention

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

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

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

Safety:

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

Technology:

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

School Processes & Programs Strengths

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

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

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

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

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

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

Perceptions

Perceptions Summary

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

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

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

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

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

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

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

Perceptions Strengths

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

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

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

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

Problem Statements Identifying Perceptions Needs

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

Goals

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

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

Evaluation Data Sources: STAAR, NWEA Map, CUA

Strategy 1 Details
<p>Strategy 1: Teachers will team plan math lessons emphasizing the process standards, small group instruction, and the use of manipulatives. Grades PK-2 will implement Math Talks. Grades 3-5 will follow the Guided Math Model.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 8, 9, 10, 11</p> <p>Funding Sources: Workbooks to support math instruction for students - 166 - State Comp Ed - 166.11.6399.00.105.30.AR0 - \$6,394, Workbooks to support math instruction for bilingual students - 165/BI0 - Bilingual - 165.11.6399.00.105.25.BI0 - \$3,230</p>
Strategy 2 Details
<p>Strategy 2: During scheduled Professional Learning Communities, teachers will analyze student data and work to identify possible student misunderstanding, proactively developing teaching techniques to mitigate concerns in upcoming lessons.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teacher</p> <p>Problem Statements: Student Learning 8, 9, 10, 11</p>

Strategy 3 Details

Strategy 3: Reduced Class Size Teacher in 4th grade will address the instructional need of students. This reduced size class will enable more small group differentiated instruction across the grade level.

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

Staff Responsible for Monitoring: Admin

Problem Statements: Student Learning 1, 2, 3, 8, 9, 10, 11

Funding Sources: Reduced Class Size Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.105.30.000 - \$70,880

Performance Objective 1 Problem Statements:

Demographics

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

Student Learning

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

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

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

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

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

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

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

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

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

Evaluation Data Sources: STAAR, TELPAS, MAP, CUA

Strategy 1 Details
<p>Strategy 1: Teachers will team plan to design lessons using cross curricular texts, implementing the Next Generation Balanced Literacy Model with instruction in Phonics, Spelling, Word Study, and Writing.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 6, 7</p> <p>Funding Sources: Online Services (Newsela) for differentiated & cross curricular texts - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$4,800, High Interest Classroom Library Books for bilingual classrooms - 165/BI0 - Bilingual - 165.11.6329.00.105.25.BI0 - \$2,000, Workbooks to support supplemental reading/writing instruction for all students - 166 - State Comp Ed - 166.11.6399.00.105.30.AR0 - \$5,491, Workbooks to support bilingual reading/writing instruction for bilingual students - 165/BI0 - Bilingual - 165.11.6399.00.105.25.BI0 - \$1,600</p>
Strategy 2 Details
<p>Strategy 2: During scheduled Professional Learning Communities, teachers will analyze student writing based on STAAR 2.0 rubrics, develop writing strategies, and monitor student performance.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 2, 3, 6, 7</p>

Strategy 3 Details

Strategy 3: Instructional Aides will address specific needs of students in small groups and targeting differentiated instruction. SCE instructional aide will work with At-Risk students. In the bilingual classrooms, bilingual instructional aides will assist bilingual students. Title I instructional aides will work with all students. Intervention will be implemented during designated campus wide intervention block.

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

Staff Responsible for Monitoring: Admin
CIS

Problem Statements: Student Learning 1, 2, 3, 6, 7

Funding Sources: At Risk Instructional Aides (2) - 166 - State Comp Ed - 166.11.6129.00.105.30.AR0 - \$56,361, Instructional Aides - (5.5) - 211 - ESEA, Title I Part A - 211.11.6129.00.105.30.000 - \$115,311

Performance Objective 2 Problem Statements:

Demographics

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

Student Learning

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

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

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

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

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

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

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

Evaluation Data Sources: STAAR, NWEA Map, CUA

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

Strategy 3 Details

Strategy 3: Students will have multiple opportunities to engage with learned science concepts and skills in various formats and through regular spiral review.

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

Staff Responsible for Monitoring: Admin

CIS

Lead Teachers

Problem Statements: Demographics 3 - Student Learning 4, 5

Funding Sources: Workbooks to support science instruction for students - 166 - State Comp Ed - 166.11.6399.00.105.30.AR0 - \$4,884, Workbooks to support science instruction for students - 165/BI0 - Bilingual - 165.11.6399.00.105.25.BI0 - \$2,310, Online Subscription, Grades 2-5, The Visual Non Glossary - 165/ES0 - ELL - 165.11.6299.OL.105.25.ES0 - \$1,900

Performance Objective 3 Problem Statements:

Demographics

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

Student Learning

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

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

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

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

Evaluation Data Sources: NWEA Map

Circle

CUA

Strategy 1 Details
<p>Strategy 1: To improve student achievement and close gaps of minority students, teachers will plan and implement high yield instructional strategies that utilize manipulatives, reinforce the English Language Proficiency Standards, track student language acquisition growth, and provide technology supports in grades PK-5.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for sub populations.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 5, 7, 10, 11</p> <p>Funding Sources: Online Services (BrainPop) for supplemental instruction. - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$3,516, Instructional Supplies (Seidlitz Sentence Cubes) targeting ELPS - 165/BI0 - Bilingual - 165.11.6399.00.105.25.BI0 - \$350, Technology Carts to charge and store iPads - 211 - ESEA, Title I Part A - 211.11.6394.00.105.30.000 - \$2,000, Instructional Supplies (Seidlitz Sentence Cubes) targeting ELPS - 165/ES0 - ELL - 165.11.6399.00.105.25.ES0 - \$144, Instructional Supplies to support Bilingual students - 165/BI0 - Bilingual - 165.11.6399.00.105.25.BI0 - \$2,701, Online Resources for Math Instruction from Lead4Ward or similar resource - 166 - State Comp Ed - 166.11.6299.OL.105.30.AR0 - \$919, Instructional Supplies (manipulatives) - 166 - State Comp Ed - 166.11.6399.00.105.30.AR0 - \$3,391, Technology for Online Intervention Programs. - 211 - ESEA, Title I Part A - 211.11.6398.00.105.30.000 - \$23,540, Instructional Supplies to include online intervention supports and manipulatives - 211 - ESEA, Title I Part A - 211.11.6399.00.105.30.000 - \$6,172</p>
Strategy 2 Details
<p>Strategy 2: During scheduled Professional Learning Communities, teachers will analyze student data connected to specific instructional strategies and will use results to reflect and plan lessons for student success.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Problem Statements: Demographics 3</p>

Performance Objective 4 Problem Statements:

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

Student Learning

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

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

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

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

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

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

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

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

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

Evaluation Data Sources: STAAR, NWEA Map, CUA

Strategy 1 Details
<p>Strategy 1: By the end of the first semester, all staff will engage in a training session about the characteristics of gifted and talented students to increase efforts to identify students who should be served in the gifted and talented program. The training will also be offered prior to a family night for parents.</p> <p>Strategy's Expected Result/Impact: Increased number of students participating in the gifted and talented program.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: Gifted and talented students will participate in a half day pull-out enrichment summit each semester that will focus on critical thinking, problem-solving and activities which promote a high-level of rigor.</p> <p>Strategy's Expected Result/Impact: Gifted and Talented Mastery levels on STAAR scores will increase.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Instructional Supplies for GT summit - 177 - Gifted/Talented - 177.11.6399.00.105.21.000 - \$2,475</p>

Performance Objective 5 Problem Statements:

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

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

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

Evaluation Data Sources: Strive Professional Development Transcript

Strategy 1 Details
<p>Strategy 1: Develop tiered/differentiated coaching model to increase teacher instructional effectiveness through book study, peer coaching, micro-professional development, and conferences throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to implement district initiatives and researched based instructional strategies.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: Leadership Coaching for Admin - 211 - ESEA, Title I Part A - 211.23.6299.00.105.30.000 - \$2,000, STAAR Review Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.105.30.000 - \$6,000, Video Coaching Platform - 211 - ESEA, Title I Part A - 211.13.6299.OL.105.30.000 - \$4,000, Technology for Video Coaching Platform - 211 - ESEA, Title I Part A - 211.13.6398.00.105.30.000 - \$6,693</p>
Strategy 2 Details
<p>Strategy 2: Provide Lead Teacher professional development through book study and leadership opportunities to lead their grade level.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to implement district initiatives and best practice instructional strategies with fidelity resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Administration CIS</p> <p>Problem Statements: Demographics 3</p>
Strategy 3 Details
<p>Strategy 3: 100% of the Harker Heights Elementary Staff will participate in ongoing RtI education to strengthen implementation of interventions and recommendations for special program referrals. 100% of all staff will utilize the common data tools to identify and monitor student progress based on intervention and effective assessment.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to implement RTI.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Problem Statements: Student Learning 4, 6, 8 - School Processes & Programs 2</p>

Strategy 4 Details

Strategy 4: The CIS's will supervise the mentoring program. In that capacity, the CIS's will ensure that each first year teacher is provided a mentor and will provide ongoing professional learning with monthly after-school campus meetings for mentors and new teachers. The CIS's will provide increased support for professional learning for best practices for all teachers.

Strategy's Expected Result/Impact: Increased support for new teachers. Increased teacher capacity to implement district initiatives and best practice instructional strategies with fidelity resulting in increased student achievement.

Staff Responsible for Monitoring: Administration
CIS

Problem Statements: Demographics 3

Funding Sources: CIS Salary and Benefits - 211 - ESEA, Title I Part A - 211.13.6119.00.105.30.000 - \$74,780

Performance Objective 1 Problem Statements:

Demographics

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

Student Learning

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

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

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

School Processes & Programs

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

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

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

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

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

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

Strategy 3 Details

Strategy 3: The campus will use communication tools (Take Home Folder, Agenda, Website, Campus Newsletter, Admin Coffee Talks, and Parent-Teacher Conferences) to foster a partnership with parents in their student's education.

Strategy's Expected Result/Impact: Increased parent participation

Staff Responsible for Monitoring: Admin

Counselor

Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: Refreshments for Monthly Coffee Talks - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.105.24.PAR - \$400

Strategy 4 Details

Strategy 4: The Parent Liaison will work to engage limited English speaking families throughout the year to build language acquisition and academic skills to help their students to improve their academic achievement and become active participants in their student's education.

Strategy's Expected Result/Impact: Increased academic achievement of EB/bilingual students

Staff Responsible for Monitoring: Admin

CIS

Parent Liaison

Problem Statements: Student Learning 1, 2, 3 - Perceptions 1

Funding Sources: Conversational and Academic English for School Parents - 263 - ESEA, Title III Part A - 263.61.6299.LE.105.25.000 - \$2,925, Workbooks for Parent Engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.105.24.PAR - \$300

Strategy 5 Details

Strategy 5: Harker Heights Elementary School will host a special back to school event, targeting incoming Kindergarten and self contained Special Education students and their families, providing strategies for assisting preschool children in the transition to elementary school.

Strategy's Expected Result/Impact: Students and parents will feel more comfortable at the start of the school year.

Staff Responsible for Monitoring: Admin

CIS

Counselors

Problem Statements: Student Learning 12

Performance Objective 1 Problem Statements:

Student Learning

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

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

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

Student Learning

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

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

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

Perceptions

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

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

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

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

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

Strategy 4 Details
<p>Strategy 4: Physical Education Teachers will utilize sound instructional strategies that promote health and fitness as targeted by the standard of TEKS Resources. Healthy habits instruction are promoted by all teachers and programs. Physical Fitness testing will be included quarterly.</p> <p>Strategy's Expected Result/Impact: Increased student performance on Physical Fitness Testing and Campus Based Assessments</p> <p>Staff Responsible for Monitoring: Physical Education Teachers CIS</p>

Performance Objective 1 Problem Statements:

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

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

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

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

Strategy 1 Details
<p>Strategy 1: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p> <p>Problem Statements: Student Learning 12</p> <p>Funding Sources: Supplemental Pay for Teachers to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6118.CA.105.30.000 - \$70,000, Supplemental Pay for Aides to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6121.CA.105.30.000 - \$20,000, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.105.30.000 - \$1,096, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.105.30.000 - \$5,000</p>
Strategy 2 Details
<p>Strategy 2: SBDM will evaluate the Campus Improvement Plan and implementation to ensure services are meeting the needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps between targeted populations.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p>
Strategy 3 Details
<p>Strategy 3: A classroom inventory will be created to develop a plan for instructional materials equity between classrooms. Items will be cataloged in Destiny.</p> <p>Strategy's Expected Result/Impact: Students will have appropriate and adequate instructional supplies.</p> <p>Staff Responsible for Monitoring: Admin; CIS; Librarian</p>
Strategy 4 Details
<p>Strategy 4: The staff at Harker Heights Elementary will work in conjunction with the Community In Schools program to support student needs.</p>

Performance Objective 1 Problem Statements:

Student Learning

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