

**Killeen Independent School District  
Harker Heights Elementary School  
2023-2024**



# 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 2022 campus accountability rating was an A with several distinction designations: Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Top 25 Percent Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and Post-secondary Readiness. As one of five KISD bilingual campuses, campus staff serve a approximately 720 students. 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 2021-2022 Texas Academic Performance Report (TAPR).

### Student Demographics:

Hispanic: 46.3% American Indian: 0.3% Asian: 2.5% African American: 17.6% Pacific Islander: 1.5% White: 21.4% Two or More Races: 10.4%

Military Connected: 6.1% Economically Disadvantaged: 86.9%. Mobility: 20.4%. 2020-2021 Attendance Rate: 93.1%

### Special Programs:

504: 6.8% At Risk: 60.1% Homeless: 0.6% EB/EL: 27.8% Bilingual: 28.1% Special Education: 13.2% Gifted & Talented 1%

Intellectual Disability: 18% Physical Disability: 47.2%. Autism: 0%. Behavioral Disability 27%

### Class Size Averages:

Class Size	Campus	District	State
Kindergarten	21.8	20.9	18.7
Grade 1	20.8	20.8	18.7
Grade 2	20.3	19.9	18.6
Grade 3	20.8	20.8	18.7
Grade 4	19.4	20.9	18.8
Grade 5	23	21.9	20.2

### Number of Class Sections 2022-2023 School Year:

PK	4
K	6
1	7

<b>PK</b>	<b>4</b>
2	5
3	4
4	6
5	5

#### Faculty Demographics:

Harker Heights Elementary School employs 99 staff members to meet the needs of students. Teaching staff demographics below:

Hispanic: 27% American Indian: 0% Asian: 1% African American: 13.2% Pacific Islander: 0% White: 54.3% Two or More Races: 4.5%

#### Education Levels and Professional Experience:

Several teachers and instructional aides are enrolled at colleges and universities to continue their education. During the 2022-2023 school year, there were 9 teachers new to the campus. Three teachers were teaching with a waived certification status, concurrently enrolled in an alternative certification program.

Bachelors: 74.7% Masters: 23.3% Doctorate: 2%

Beginning: 4.3% 1-5 Years: 36.3% 6-10 Years: 22.5% 11-20 Years: 22.7% 21-30 Years: 12.4% 30+ Years: 1.9%

#### TTESS:

Distinguished	Accomplished	Proficient	Developing	Needs Improvement
16.9	46.6	34.5	1.6	.1

#### Attendance:

	State	District	Campus
2020-2021	95%	91.8%	93.1%
2019-2020	98.3%	98.1%	98.6%

#### Discipline:

There were 663 discipline incidents during the 2022-2023 school year. Three students were assigned to the District Alternative Education Program.

#### Referrals By Grade Level:

<b>PK</b>	<b>11%</b>
K	21%
1	21%
2	8%

<b>PK</b>	<b>11%</b>
3	12%
4	18%
5	9%

One hundred two or 15.38% of the student population were repeat offenders. Students with at least two discipline referrals by grade level:

PK: 16 K: 14 Grade 1: 10 Grade 2: 12 Grade 3: 13 Grade 4: 23 Grade 5: 14

#### **Discipline Incident Counts by Violation**

	<b>2021</b>	<b>2022</b>	<b>2023</b>
Assault (contact or threat)	22	81	239
Bullying (non TEC)	1	4	
Computer Violation	1	4	2
Conduct Toward Others	16	48	16
Controlled Substance			1
Defiance	44	82	53
Disruption	5	11	143
Dress Code / ID		2	
Harassment – Non Employee	1		
Horseplay			15
Inappropriate Language		1	1
Insubordination	1		2
Other Minor		1	
Other Serious		8	54
Persistent Misconduct	12	60	67
Profanity/Obscenity	1	13	18
Property Damage	1	6	6
School Bus Serious		1	7
Telecommunication/Electronics			2
Theft	2	6	7
Threat	3	6	25
Tobacco			2

	2021	2022	2023
Truancy		2	
Weapons / Imitation Weapons	1		3
Total	111	336	663

#### Retention:

	Non Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Kindergarten	0	.6%	1.9%	0%	2.1%	5.2%
Grade 1	13.7%	6%	2.9%	0%	10.5%	4.2%
Grade 2	1.2%	4.1%	1.7%	0%	5.2%	2.2%
Grade 3	7.3%	4.3%	1%	6.3%	2.9%	1%
Grade 4	7.2%	2%	.7%	0%	2.5%	.7%
Grade 5	1.4%	1.7%	.5%	4.8%	1.4%	.7%

#### Demographics Strengths

Campus attendance rate (93.1%) is higher than District (91.8%) rates.

More than one-fourth (25.3%) of campus staff hold graduate degrees.

Student Mobility Rate (20.4%) is less than the District's Mobility Rate (25.4%).

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Student discipline incidents increased from 327 during the 2021-2022 school year to 663 during the 2022-2023 school year.

**Problem Statement 2:** Gifted and Talented students are under identified as evidenced by having a lower percentage than the district and state.

**Problem Statement 3:** 40.6 % of teachers have five years of experience or less. These new and inexperienced teachers will need additional support and training throughout the year.

# Student Learning

## Student Learning Summary

### 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

Third Grade student achievement in the ELL, Bilingual, ESL, Special Education and Gifted & Talented subgroups 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 subgroups 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 subgroups 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.

## 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, outperforming 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 Speaking.

## NWEA MAP GROWTH

Percentage of Students Who Met Growth Projection:

Grade Level	Math	Reading	Science
<b>K</b>	<b>80</b>	<b>62</b>	
<b>1</b>	<b>59</b>	<b>39</b>	
<b>2</b>	<b>39</b>	<b>41</b>	
<b>3</b>	<b>62</b>	<b>53</b>	<b>52</b>
<b>4</b>	<b>60</b>	<b>53</b>	<b>61</b>
<b>5</b>	<b>44</b>	<b>52</b>	<b>63</b>

Phonological Awareness:

	Low	Medium	High
Kindergarten	26%	67%	7%
First Grade	18%	70%	12%

About 22% of students are scoring low in Phonological awareness at the end of year assessment.

## 2023 CIRCLE

	Rapid Letter Naming BOY	Rapid Letter Naming EOY	Rapid Letter Naming Growth	Rapid Vocabulary BOY	Rapid Vocabulary EOY	Rapid Vocabulary Growth	Phonological Awareness BOY	Phonological Awareness EOY	Phonological Awareness Growth	Math BOY	Math EOY	Math Growth
English District Average	45	81	36	51	75	24	71	79	7	78	86	9
English Campus Average	51	87	36	58	98	40	81	89	8	74	98	24
Bilingual District Average	20	92	73	47	80	33	70	93	23	80	96	16

	Rapid Letter Naming BOY	Rapid Letter Naming EOY	Rapid Letter Naming Growth	Rapid Vocabulary BOY	Rapid Vocabulary EOY	Rapid Vocabulary Growth	Phonological Awareness BOY	Phonological Awareness EOY	Phonological Awareness Growth	Math BOY	Math EOY	Math Growth
Bilingual Campus Average	13	100	87	38	100	62	100	100	0	88	100	12

#### Fountas and Pinnell Reading Levels:

\*Reading Level students should be on at the end of the 4<sup>th</sup> 9 weeks.

Kinder	NR	A	B	C	D*										
	11%	5%	14%	20%	50%										
First	NR	A	B	C	D	E	F	G	H	I	J*				
	4%	3%	3%	9%	6%	4%	2%	9%	6%	13%	41%				
Second			B	C	D	E	F	G	H	I	J	K	L	M*	R
			1%	3%	3%	7%	1%	4%	8%	8%	17%	6%	11%	30%	1%

#### Failure Reports:

	MP1	MP2	SEM	MP3	MP4	FIN
Grade 1	36.13%	30.41%	31.08%	27.97%	24.11%	26.24%
Grade 2	10.58%	15%	12%	6.32%	12.77%	12.77%
Grade 3	21.90%	15%	17%	20%	12.64%	14.94%
Grade 4	21.19%	10.71%	11.61%	10.28%	4.63%	7.41%
Grade 5	10.08%	14.29%	9.24%	9.65%	.90%	3.60%

#### Initial STAAR Results are indicated below:

Grade 3 Mathematics	
State	19/37
District	19/37
Campus	19/37

Grade 3 Mathematics	
<p>Best</p> <p>3.1.3.H: Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.</p> <p>3.1.3.F: Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.</p> <p>3.2.4.H: Determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally.</p> <p>3.3.6.C: Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.</p> <p>3.4.8.A: Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.</p>	<p>Worst</p> <p>3.2.4.A: Solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.</p> <p>3.2.4.K: Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.</p> <p>3.2.5.A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.</p> <p>3.3.7.B: Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.</p> <p>3.3.7.E: Determine liquid volume (capacity) or weight using appropriate units and tools.</p>

Grade 4 Mathematics	
State	22/40
District	20/40
Campus	20/40

Grade 4 Mathematics	
<p>Best</p> <p>4.1.3.D: Compare two fractions with different numerators and different denominators and represent the comparison using the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>.</p> <p>4.2.4.E: Represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations.</p> <p>4.3.5.D: Solve problems related to perimeter and area of rectangles where dimensions are whole numbers.</p> <p>4.4.9.A: Represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions.</p> <p>4.4.10.E: Describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending.</p>	<p>Worst</p> <p>4.1.2.G: Relate decimals to fractions that name tenths and hundredths.</p> <p>4.2.3.F: Evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>, and 1, referring to the same whole.</p> <p>4.3.8.C: Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.</p> <p>4.2.3.F: Evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>, and 1, referring to the same whole.</p>

Grade 5 Mathematics	
State	24/42
District	22/42
Campus	24/42

Grade 5 Mathematics	
<p>Best</p> <p>5.1.2.B: Compare and order two decimals to thousandths and represent comparisons using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>.</p> <p>5.1.4.F: Simplify numerical expressions that do not involve exponents, including up to two levels of grouping.</p> <p>5.2.3.B: Multiply with fluency a three-digit number by a two-digit number using the standard algorithm.</p> <p>5.2.3.E: Solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers.</p> <p>5.2.3.L: Divide whole numbers by unit fractions and unit fractions by whole numbers.</p>	<p>Worst</p> <p>5.1.2.C: Round decimals to tenths or hundredths.</p> <p>5.2.3.F: Represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models.</p> <p>5.2.3.H: Represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations.</p> <p>5.2.3.J: Represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as <math>(1/3) \div 7</math> and <math>7 \div (1/3)</math> using objects and pictorial models, including area models.</p> <p>5.3.4.H: Represent and solve problems related to perimeter and/or area and related to volume.</p>

Grade 3 Reading	
State	27/52
District	26/52
Campus	28/52

Grade 3 Reading	
<p>Best</p> <p>3.R.7.C: Use text evidence to support an appropriate response.</p> <p>3.R.7.D: Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>3.R.8.A: Infer the theme of a work, distinguishing theme from topic.</p> <p>3.R.8.B: Explain the relationships among the major and minor characters.</p>	<p>Worst</p> <p>3.R.6.E: Make connections to personal experiences, ideas in other texts, and society.</p> <p>3.W.12.C: Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>3.W.11.Bi: Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion.</p>

Grade 4 Reading	
State	26/52
District	25/52
Campus	26/52

Grade 4 Reading	
<p>Best</p> <p>4.R.8.B: Explain the interactions of the characters and the changes they undergo.</p> <p>4.R.3.D: Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>4.W.11.Dx: Edit drafts using standard English conventions, including: (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.</p> <p>4.W.11.Dii: Edit drafts using standard English conventions, including: (ii) past tense of irregular verbs.</p> <p>4.W.11.Div: Edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms.</p>	<p>Worst</p> <p>4.R.3.A: Use print or digital resources to determine meaning, syllabication, and pronunciation, and word origin.</p> <p>4.R.7.C: Use text evidence to support an appropriate response.</p> <p>4.R.10.D: Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.</p> <p>4.W.12.B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>4.W.11.Bi: Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p>

Grade 5 Reading	
State	31/52
District	30/52
Campus	31/52



Grade 5 Reading	
<p>Best</p> <p>5.R.3.B: Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>5.R.7.C: Use text evidence to support an appropriate response.</p> <p>5.R.8.C: Analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p>5.R.10.C: Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>5.W.11.Bi: Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p>	<p>Worst</p> <p>5.R.6.F: Make inferences and use evidence to support understanding.</p> <p>5.W.7.B: Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>5.R.7.D: Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>5.W.11.Dii: Edit drafts using standard English conventions, including: (ii) past tense of irregular verbs.</p> <p>5.W.11.Dx: Edit drafts using standard English conventions, including: (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences.</p>

Grade 5 Science	
State	21/39
District	19/39
Campus	19/39

## Grade 5 Science

### Best

5.2.5.6.C: Demonstrate that light travels in a straight line until it strikes an object and is reflected or travels through one medium to another and is refracted

5.4.5.9.A: Observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components;

5.4.5.9.B: Describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers;

5.4.5.10.A: Compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals;

5.4.5.10.B: Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle.

### Worst

5.1.5.5.B: Demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand and sand and water;

5.2.5.6.C: Demonstrate that light travels in a straight line until it strikes an object and is reflected or travels through one medium to another and is refracted;

5.3.4.7.A: Examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants;

5.3.5.8.C: Demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky;

5.3.4.8.B: Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process.

## Student Learning Strengths

The CIRCLE data for the Pre-K bilingual students for rapid letter naming, rapid vocabulary, and phonological awareness is 100%.

Student achievement for STAAR 3rd grade reading (28) is above the district (26) and state average (27).

Student achievement for STAAR 4th grade reading (26) is above the district average (25).

Student achievement for STAAR 5th grade reading (31) is above the district average (30).

Student achievement for STAAR 5th grade math (24) is above the district average (22).

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** During the 2022-2023 school year, 26% of kindergarten students and 18% of first grade students scored low in phonological awareness in NWEA MAP data.

**Problem Statement 2:** During the 2022-2023 school year, 50% of kindergarten, 59% of first grade, and 69% of second grade students were not reading on grade level according to Fountas and Pinnell.

**Problem Statement 3:** During the 2022-2023 school year, student achievement for STAAR 5th grade science (19) is below the state average (21). During the 2022-2023 school year, students in grades 3-5 did not meet projected growth in NWEA Science. 3rd grade- 48%, 4th grade- 39%, and 5th grade - 37%.

**Problem Statement 4:** During the 2022-2023 school year, students in grades 2-5 did not meet projected growth in NWEA Reading. 2nd grade- 59%, 3rd grade- 47%, 4th grade- 47%, and 5th grade - 48%.

**Problem Statement 5:** During the 2022-2023 school year, students in grades 2-5 did not meet projected growth in NWEA Math. 2nd grade- 61%, 3rd grade- 38%, 4th grade- 40%, and 5th grade - 56%.

**Problem Statement 6:** 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 7:** 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 8:** 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 9:** Students participating in TELPAS testing under perform in grades K-1 in relation to their District and State peers. Students are likley to stay in the Intermediate and Advanced groups in Speaking.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum and Instruction:

The state compensatory education program is a supplemental program designed to eliminate the disparity of performance on state assessments. During the 2022-2023 school year, funds were used to support students in the areas of math, science, and reading instruction through workbooks, small instructional groups, and additional staff. Accelerated instructional materials were also purchased in math. Several teachers were able to attend professional development to learn about STAAR 2.0 and plan lessons that target specific TEK clusters.

The Gifted and Talented program involves a child who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. Students who qualify for GT are placed with teachers who are GT certified with thirty hours in three areas: Nature and Needs, Identification, and Assessment. Teachers who are certified receive a six-hour update each year. To qualify for GT, students are assessed in three areas: achievement, academics, and a student interview. Parents, students, and teachers can request for a student to be assessed. If students qualify, teachers differentiate for learners and assist students in completing a passion project or TPSP project. Students at HHES are pulled weekly to work with other GT students on STEM activities, Think Law Curriculum, and passion projects. Region 12 partnered with HHES to come out in the fall and spring to provide our GT students with additional learning opportunities. During the 2022-2023 school year, funds were used to buy instructional supplies for learning sessions with the Region 12 representative.

Harker Heights Elementary serves as one of 5 bilingual campuses in KISD. Starting in the 2023-2024 school year, the district will start to phase in the Dual Language One-Way Model, replacing the Late Exit Model. The Dual Language program is designed to build students' proficiency in both languages resulting in them becoming bilingual and biliterate. Due to the transition, dual language teachers will need a comprehensive professional development that promotes biliteracy development and strategies for making cross-language connections, culturally and linguistically sustaining practices, content-based instruction, and Texas English Language Proficiency Standards (ELPS). During the 2022-2023 school year, funds were used to support students in math, reading, writing, and science instruction through workbooks. High interest classroom library books and instructional supplies were also purchased for the classrooms to support bilingual students.

The Title I program provides all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. During the 2022-2023 school year, funds were used to support students with a reduced class size teacher and additional instructional aides to provide support to students. A campus instructional specialist was hired to support teachers with teaching practices and to improve student achievement. Online services were purchased for students to provide differentiated and cross curricular texts. A typing program was purchased so students could practice typing skills. A character development program was purchased to foster and demonstrate self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. We also invested in teachers and instructional aides who tutored students after school to improve the quality of educational programs and ensure students with low-income families have opportunities to meet challenging state academic standards.

Special Education and related services are specially designed instructional services that enable all students with disabilities to make progress in the general curriculum and to be educated and participate with disabled and non-disabled peers in the public school system. At Harker Heights Elementary, we have inclusion, resource, and Behavior Management Units (BMU). Our overall goal for special education is to increase student achievement in all academic areas and increase number of students meeting educational and social functioning goals.

### Technology:

Harker Heights Elementary has a one-to-one ratio of technology to students in the classroom. Technology is part of the specials rotation where students learn typing skills.

### Response to Intervention (RTI) Process:

Response to Intervention is an approach used to help struggling learners. This approach levels the playing field so that all students can be successful. Our goal is for students to have strong, Tier I instruction. If students are not meeting the grade level standard, the Tier II referral process will begin. When a student receives RTI interventions, students receive grade level instruction and interventions to address specific needs. The RTI committee continuously meets to check student progress. If students do not progress, Tier III might be the next

step. The overall goal for RTI is to ensure that students receive additional support. Throughout this process, parents are informed through letters and meetings.

### **Intervention and Tutoring:**

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 reading interventionists will be scheduled to assist with Language Arts instruction for grades 3-5. Grades 3-5 students were invited to tutoring after school on Mondays and Wednesday for Math and Reading. Students were invited based on RTI, HB 4545, and report card grades. Students participated in tutoring October 11 through April 12. Seventy students participated in the tutoring opportunities.

### **Staff Recruitment and Retention:**

Harker Heights staff is comprised of approximately 100 staff members, working to make students future ready. All professional staff meet Title I expectations. New teachers are supported through the mentoring program and monthly campus meetings. The curriculum specialists also provide new teachers with a new to Harker Heights Elementary teacher meeting to give teacher SMORE support. The staff is an integral part of the decision making process. The campus is driven by decision making by SBDM, Campus Conduct, Non-Violent Crisis Intervention, DEAC, Hospitality, Technology, and Campus Wellness.

### **PLC Process:**

We held PLC meetings for all professional staff members in our Professional Learning conference room every other Thursday. Each meeting had an agenda and all members participated the new learning. PLC meetings are led by the principal, assistant principals, and teachers. During PLC's we focus on learning, collaboration, and results by improving teachers skills/knowledge and instructional practices, engaging in professional dialogue, and focusing on student data and growth.

### **Teacher Planning:**

All teachers plan weekly during their conference time with the Curriculum Specialists. Harker Heights Elementary instruction and assessment are developed through the implementation of alignment to the TEKS Resource System. The clarity of student standards and Gradual Release of Responsibility framework is the driving force in planning. Teachers will plan for common assessments (CUA's) using a backward design model.

### **Collaborative Teaching:**

Collaboration is the process of working together to achieve a common goal. Our common goal is to improve student achievement. At Harker Heights Elementary, our SPED and general education teachers work together in the classroom to provide support to students using the co-teaching approaches such as parallel teaching, station teaching, one teach, one observe, one teach, one assist, and alternative teaching.

### **Coaching Walks:**

Each professional staff member receives one coaching walk in the fall and one in the spring. By the end of the year, each teacher will have two coaching walks. The principal and assistant principal uses the essential 2 coaching tool to coach for implementation of the GRR lesson. The principal and assistant principals focus on best practices instructional strategies.

### **Mentoring:**

First year teachers are provided with a mentor. Mentors are trained through the district and are required to complete mentor requirement throughout the year. During the school year, the CIS ensures that all paperwork requirements are fulfilled. At the end of the year all mentor documentation is submitted to the district.

### **Counseling Program:**

Our guidance counseling program focuses on developmental guidance, responsive services and individual planning. Developmental guidance includes classroom lessons on topics

such as character development, social and personal skills, as well as academics. Responsive services address the immediate concerns of students while individual planning assists students in the areas of academics, career, and personal-social development. The counselors offer individual and small group counseling groups, TCHATT counseling, and a student leadership group.

#### **Campus-wide discipline program:**

Relationship-Centered Learning is a relationship-first approach based on the foundations of Positive Interaction Experiences, Interpersonal Communication, Whole Group Community Sharing, and Social Contract Development. Minor behavior infractions are recorded on "short forms," a process to communicate with parents and guardians. All teachers receive restorative practice training. During the 2022-2023 school year the campus implemented a Special Education Behavior Management program.

#### **Discipline:**

There were 663 discipline incidents during the 2022-2023 school year. Three students were assigned to the District Alternative Education Program.

#### **Referrals By Grade Level:**

PK	11%
K	21%
1	21%
2	8%
3	12%
4	18%
5	9%

One hundred two or 15.38% of the student population were repeat offenders. Students with at least two discipline referrals by grade level:

PK: 16 K: 14 Grade 1: 10 Grade 2: 12 Grade 3: 13 Grade 4: 23 Grade 5: 14

#### **Discipline Incident Counts by Violation**

	2021	2022	2023
Assault (contact or threat)	22	81	239
Bullying (non TEC)	1	4	
Computer Violation	1	4	2
Conduct Toward Others	16	48	16
Controlled Substance			1
Defiance	44	82	53
Disruption	5	11	143
Dress Code / ID		2	
Harassment – Non Employee	1		

	2021	2022	2023
Horseplay			15
Inappropriate Language		1	1
Insubordination	1		2
Other Minor		1	
Other Serious		8	54
Persistent Misconduct	12	60	67
Profanity/Obscenity	1	13	18
Property Damage	1	6	6
School Bus Serious		1	7
Telecommunication/Electronics			2
Theft	2	6	7
Threat	3	6	25
Tobacco			2
Truancy		2	
Weapons / Imitation Weapons	1		3
Total	111	336	663

### Professional Development:

Teachers engage in self directed professional development and professional development provided by the district and school throughout the year. Teachers in grades 4 and 5 attended Lead4ward STAAR Review Conference and came back to campus to present to teachers in grades 3, 4, and 5. Lead teachers in grades K, 1, 2 attended math station training at Region 12. The Lead Teachers provided professional development to K, 1, and 2 staff during PLC. Grade 3 teachers engaged in guided math training throughout the year. New teachers engaged with Reading Academy.

### Student Activities and Events:

Students were able to participate in 4th and 5th grade tech clubs, 4th and 5th grade book clubs, and 3rd, 4th, and 5th grade choir. Students were also able to participate in 4th and 5th grade Bobcat Leadership Team. Students also participate in award ceremonies and Bobcat Character Trait ceremonies. Each month the campus host a family night after school for students to show what they have been learning and for parents to come and learn how to support their child with their academics.

### Volunteer Program:

At the start of every new school year, and throughout the year, our volunteer coordinator conducts a volunteer orientation to outline KISD policies. In the 2022-2023 school year, we had one parent volunteer.

### SBDM:

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.

### **Committees:**

All professional staff participate in a campus committee. Committees at Harker Heights Elementary include SBDM, Campus Conduct, Non-Violent Crisis Intervention, DEAC, Hospitality, Technology, and Campus Wellness. Each committee has a representative for each grade level. The representative will report back to their grade levels/special program to let all know the information that was presented at the committees.

### **School Processes & Programs Strengths**

Harker Heights Elementary has a one-to-one ratio of technology to students in the classroom. By having a one-to-one device for each student, it provides access to all, engages students, allows for differentiated instruction and individualized pace for learning, teaches responsibility, and prepares students for digital literacy and digital skills through a hands-on approach.

Response to Intervention (RTI) is a strength at Harker Heights Elementary. The system that is in place for RTI is one that all know and understand. Regular meetings are scheduled with teachers to discuss student data. Our curriculum instructional specialists work alongside the teachers to provide appropriate interventions for students who need additional assistance.

At Harker Heights Elementary, reading and math intervention are other strengths. The intervention blocks are based off the master schedule. Each teacher is the grade level does intervention at the same time.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The number of discipline referrals for assault increased by 195% from 2021-2022 and 2022-2023.

**Problem Statement 2:** During the 2022-2023 school year, one parent served as a volunteer.

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

**Problem Statement 4:** Emergent Bilingual students in the late exit model are less proficient in biliteracy.



# Perceptions

## Perceptions Summary

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

## Family Involvement:

During Family Nights, the school averaged 190 families at each parent involvement activity throughout the school year. Family nights incorporated fun themes around core content each month. Additionally, the campus hosted academic and character awards, choir concerts, and Dual Language presentations. The District also provides opportunities for parents such as computer and English classes. For most the 2022-2023 school year, the campus did not have a parent liaison to host additional family outreach activities on campus.

Date	Meeting	Count
8/11/22	Meet The Teacher	515
9/22/22	Family Night	210
10/24/22	Awards	218
10/27/22	Family Night	350
12/1/23	Choir Performance	185
12/15/22	PK Christmas Program	95
12/15/22	Christmas Parties	354
1/5/23	Awards	207
1/26/23	Dual Language Presentation	11
1/26/23	Family Night	146
2/14/23	Valentine Parties	294
2/23/23	Family Night	102
3/23/23	Family Science Night	174
3/27/23	Awards	261
5/4/23	Family Night – Choir	165
5/22/23	Awards	

## Parent Survey:

Parent surveys were distributed in August and May. August feedback: Parents indicated that they feel safe sending their student to school. However, some parents wanted more positive communication with staff. Some parents also indicated that they would like more practice work sent home with their students so that they can help their student learn.

Additionally, parents would like training on instructional strategies to be able to help students at home. Bilingual parents appreciate information in both languages. Parents enjoy family night activities and appreciate school supplies that are given to students. May feedback: Parents indicated that they still feel safe sending students to school. Parents would like to see parental engagement funds be used on parent engagement activities and parent workshops, so they know how to help their children with their academics. Parents feel that the

school provides information that is easy to understand and is communicates with families in different ways. Some parents suggested they would like school to start a parenting program so they receive training on instructional strategies to help their child with reading and math work. Parents enjoyed that the campus had mandatory parent teacher conferences twice a year.

### **Campus Rounding Talks:**

Administration conducted rounding talks during the spring semester with campus staff. Feedback from staff revolved around the following themes:

- Additional Instructional Paraprofessional Staff & PE Teacher
- Duty list with backup person
- Clarification of ISS duties and procedures
- Professional Development and feedback for Instructional Aides
- Additional Science Resources
- Having an aide in teacher classroom consistently.

### **School Clubs:**

Students engaged in math and reading tutoring on Mondays and Wednesdays. Students in grades 4 and 5 also have opportunities to participate in technology club, book club, and choir.

### **Community Support:**

Harker Heights Elementary has a strong support within the community. Harker Heights Southstar Bank, House of Worship Church, H.E.B., Canes, Buffalo Wild Wings, Walmart, Bahama Bucks, Whataburger, Mas Fajitas, Starbucks, Harker Heights Rotary, and Harker Heights Kiwanis are supporters of the students and staff at Harker Heights Elementary. Each child's physical needs are met with coats, shoes, and clothing. Companies and individuals provided school supplies.

### **Volunteers:**

Harker Heights Elementary School had one volunteer during the 2022-2023 school year.

### **Adopt-A-Unit:**

The adopt a unit for Harker Heights Elementary is the 1st Squadron 3rd Calvary Regiment. They volunteered 140 hours, interacting with students and staff. They provided presentations about specific jobs in the Army, bringing military vehicles for students to explore. Additionally, the soldiers read to students, played Dr. Seuss themed games, and helped facilitate Field Day.

### **Perceptions Strengths**

The Community 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, HHES Facebook page, emails, flyers 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.

Safety procedures at Harker Heights Elementary is another strength. We were 100% compliance with all safety procedures. Information from parent surveys indicated that parents feel

safe sending students to the campus. Campus safety drills are practiced monthly and students know the expectations. Students know when the whistle blows that all students take a knee and turn in the direction of the adult. This is a safety procedure practiced when students are outside.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The average number of families attending Family Night decreased from 389 in 2021-2022 to 190 during the 2022-2023 school year.

**Problem Statement 2:** On the 2022-2023 Parent Survey, there is a need for parent instruction on academic instructional strategies to be used at home.

**Problem Statement 3:** During the 22-23 school year, the parent liaison position was vacant, limiting parent outreach opportunities.

# 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 2023-2024 school year, student achievement in mathematics will increase by 5% in meets grade-level on state assessment, for all student groups.

**Evaluation Data Sources:** STAAR, NWEA Map, CUA

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will team plan and implement math lessons that include guided math and stations.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase the level of rigor in the classroom. The expectation will be 10% higher in student achievement on CUA's compared to last year data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS Lead Teachers</p> <p><b>Problem Statements:</b> Student Learning 5, 6</p> <p><b>Funding Sources:</b> Math Station Professional Development - 211 - ESEA, Title I Part A - 211.13.6239.00.105.30.000 - \$7,200, Math Workbooks - 166 - State Comp Ed - 166.11.6399.00.105.30.AR0 - \$5,152, Bilingual Math Workbooks - 165/BIO - Bilingual - 165.11.6399.00.105.25.BIO - \$800, Math Station PD - 166 - State Comp Ed - 166.13.6239.00.105.30.AR0 - \$4,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Reduced Class Size Teacher in 4th grade will address the instructional need of students. This reduced size class will enable more small group differentiated instruction across the grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Smaller student to teacher ratio in the classroom, which the expected impact will be a 5% higher achievement on meets grade level in math STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS</p> <p><b>Problem Statements:</b> Student Learning 4, 5, 7</p> <p><b>Funding Sources:</b> Reduced Class Size Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.105.30.000 - \$70,000</p>

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 4:** During the 2022-2023 school year, students in grades 2-5 did not meet projected growth in NWEA Reading. 2nd grade- 59%, 3rd grade- 47%, 4th grade- 47%, and 5th grade - 48%.

**Problem Statement 5:** During the 2022-2023 school year, students in grades 2-5 did not meet projected growth in NWEA Math. 2nd grade- 61%, 3rd grade- 38%, 4th grade- 40%, and 5th grade - 56%.

**Problem Statement 6:** 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 7:** 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.

**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 2023-2024 school year, 3rd-5th grade student achievement in Reading Language Arts will increase by 10% in meets grade-level on state assessment, for all student groups. In NWEA MAP assessment, K-5 students will meet or exceed expected growth measure by 10%.

**Evaluation Data Sources:** STAAR, TELPAS, MAP, CUA

Strategy 1 Details
<p><b>Strategy 1:</b> Staff will foster a reading culture, using instructional strategies to support phonological awareness, vocabulary, and comprehension that teachers have learned in the Science of Reading Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in phonological awareness in grades K-2 and reading comprehension in grades 3-5 by 10% in NWEA MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS Lead Teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Online Services for differentiated &amp; cross curricular texts - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$5,136, Online workbook to support supplemental reading - 166 - State Comp Ed - 166.11.6299.OL.105.30.AR0 - \$5,967, Spanish Nonfiction Classroom Books - 165/BI0 - Bilingual - 165.11.6329.00.105.25.BI0 - \$2,000, Bilingual Dictionaries - 165/ES0 - ELL - 165.11.6329.00.105.25.ES0 - \$550, Workbooks to support bilingual reading - 165/BI0 - Bilingual - 165.11.6399.00.105.25.BI0 - \$300</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Instructional Aides will address specific needs of students in small groups and targeting differentiated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> All instructional aides will work with students during intervention blocks and throughout the instructional day.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> At Risk Instructional Aides (2) - 166 - State Comp Ed - 166.11.6129.00.105.30.AR0 - \$58,394, Instructional Aides - (6) - 211 - ESEA, Title I Part A - 211.11.6129.00.105.30.000 - \$145,479</p>

### Strategy 3 Details

**Strategy 3:** Teachers will integrate speaking and writing throughout lessons by developing language objectives and utilizing district writing resources,.

**Strategy's Expected Result/Impact:** Teachers will increase the level of rigor in the classroom. The expectation will be 10% higher in student achievement on writing CUA's compared to last year data.

**Staff Responsible for Monitoring:** Admin

CIS

Teachers

**Problem Statements:** Student Learning 3

**Funding Sources:** Writing Coaching - 211 - ESEA, Title I Part A - 211.13.6299.00.105.30.000 - \$20,000

### Strategy 4 Details

**Strategy 4:** Campus leadership will monitor student reading levels during PLC's and ensure assessments are completed with fidelity and used to guide instructional groupings for small group reading, phonics instruction, and reading interventions.

**Strategy's Expected Result/Impact:** Teachers will increase the level of rigor in the classroom. The expectation will be 10% higher in student achievement on reading CUA's compared to last year data.

**Staff Responsible for Monitoring:** Admin

CIS

Teachers

**Problem Statements:** Student Learning 1, 2

**Funding Sources:** Phonics Intervention Kits - 211 - ESEA, Title I Part A - 211.11.6399.00.105.30.000 - \$10,700, Spanish Decodable Passages, Grade 2 - 165/BI0 - Bilingual - 165.11.6329.00.105.25.BI0 - \$410

### Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 1:** During the 2022-2023 school year, 26% of kindergarten students and 18% of first grade students scored low in phonological awareness in NWEA MAP data.

**Problem Statement 2:** During the 2022-2023 school year, 50% of kindergarten, 59% of first grade, and 69% of second grade students were not reading on grade level according to Fountas and Pinnell.

**Problem Statement 3:** During the 2022-2023 school year, student achievement for STAAR 5th grade science (19) is below the state average (21). During the 2022-2023 school year, students in grades 3-5 did not meet projected growth in NWEA Science. 3rd grade- 48%, 4th grade- 39%, and 5th grade - 37%.

#### School Processes & Programs

**Problem Statement 4:** Emergent Bilingual students in the late exit model are less proficient in biliteracy.

**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 2023-2024 school year, 5th grade student achievement in Science will increase by 5% in meets grade-level on state assessments, for all student groups.

**Evaluation Data Sources:** STAAR, NWEA Map, CUA

Strategy 1 Details
<p><b>Strategy 1:</b> Students will apply science concepts and skills in various formats and through regular spiral review and weekly hands on learning during class and specials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in Science CUA's, STAAR, and MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS Lead Teachers</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Online Spiral Science Review, Grade 5 - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$495, Online Supplemental Science Instruction - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$2,674, Hands On Learning Kits - 211 - ESEA, Title I Part A - 211.11.6399.00.105.30.000 - \$33,669</p>

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> During the 2022-2023 school year, student achievement for STAAR 5th grade science (19) is below the state average (21). During the 2022-2023 school year, students in grades 3-5 did not meet projected growth in NWEA Science. 3rd grade- 48%, 4th grade- 39%, and 5th grade - 37%.</p>



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

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

**Evaluation Data Sources:** NWEA MAP  
CIRCLE  
CUA

Strategy 1 Details
<p><b>Strategy 1:</b> To improve student achievement and close gaps of minority students, teachers will use MAP and local assessments to identify students and conduct individual and small group interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement for sub populations.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Online Services for supplemental instruction - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$3,516, Online Resources for Reading Instruction - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$11,240, Online instructional math program - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$2,500, Online instructional reading program - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$5,000, Headphones with microphones for online programs - 211 - ESEA, Title I Part A - 211.11.6399.00.105.30.000 - \$4,311, Online subscription for math intervention materials - 166 - State Comp Ed - 166.11.6299.OL.105.30.AR0 - \$450</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Fostering student technology skills to navigate online testing and constructed responses, students in grades 1-5 will be taught keyboarding and computer skills during specials rotations.</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Typing Program - 211 - ESEA, Title I Part A - 211.11.6299.OL.105.30.000 - \$3,203.40</p>
Strategy 3 Details
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin; CIS</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Instructional Materials for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.105.30.000 - \$4,000</p>

**Performance Objective 4 Problem Statements:**

## Student Learning

**Problem Statement 1:** During the 2022-2023 school year, 26% of kindergarten students and 18% of first grade students scored low in phonological awareness in NWEA MAP data.

**Problem Statement 2:** During the 2022-2023 school year, 50% of kindergarten, 59% of first grade, and 69% of second grade students were not reading on grade level according to Fountas and Pinnell.

**Problem Statement 3:** During the 2022-2023 school year, student achievement for STAAR 5th grade science (19) is below the state average (21). During the 2022-2023 school year, students in grades 3-5 did not meet projected growth in NWEA Science. 3rd grade- 48%, 4th grade- 39%, and 5th grade - 37%.

**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, MAP, CUA

Strategy 1 Details
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased number of students participating in the gifted and talented program.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Problem Statements:</b> Demographics 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Gifted and Talented Mastery levels on STAAR scores will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Region Center Session Fee for Students - 177 - Gifted/Talented - 177.11.6239.00.105.21.000 - \$2,000, Instructional Supplies for GT summits - 177 - Gifted/Talented - 177.11.6399.00.105.21.000 - \$1,050, Field Trip - 177 - Gifted/Talented - 177.11.6494.00.105.21.000 - \$800</p>

**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Gifted and Talented students are under identified as evidenced by having a lower percentage than the district and state.</p>
Student Learning
<p><b>Problem Statement 1:</b> During the 2022-2023 school year, 26% of kindergarten students and 18% of first grade students scored low in phonological awareness in NWEA MAP data.</p> <p><b>Problem Statement 2:</b> During the 2022-2023 school year, 50% of kindergarten, 59% of first grade, and 69% of second grade students were not reading on grade level according to Fountas and Pinnell.</p> <p><b>Problem Statement 3:</b> During the 2022-2023 school year, student achievement for STAAR 5th grade science (19) is below the state average (21). During the 2022-2023 school year, students in grades 3-5 did not meet projected growth in NWEA Science. 3rd grade- 48%, 4th grade- 39%, and 5th grade - 37%.</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 2023-2024 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><b>Strategy 1:</b> On designated days the campus will provide Just In Time professional development to foster improvement on instructional strategies and planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity to implement district initiatives and researched based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS</p> <p><b>Problem Statements:</b> Demographics 3</p> <p><b>Funding Sources:</b> Teacher Reading PD Materials - 166 - State Comp Ed - 166.13.6329.00.105.30.AR0 - \$3,212</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Staff will engage in professional development designed to support the work of professional learning communities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity to implement district initiatives and best practice instructional strategies with fidelity resulting in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration CIS</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Teacher/CIS PD - 211 - ESEA, Title I Part A - 211.13.6239.00.105.30.000 - \$2,000</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Provide professional development in effective instructional strategies and behavior management for professional staff and instructional aides.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional aide capacity to implement district initiatives and best practice instructional strategies with fidelity resulting in increased student achievement. Reduce student referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administration CIS</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 9 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Teacher/CIS PD - 211 - ESEA, Title I Part A - 211.13.6299.00.105.30.000 - \$20,606.60, Admin PD - 211 - ESEA, Title I Part A - 211.23.6299.00.105.30.000 - \$6,000, Bilingual PD - 165/BI0 - Bilingual - 165.13.6299.00.105.25.BI0 - \$7,200, ESL PD - 165/ES0 - ELL - 165.13.6239.00.105.25.ES0 - \$1,200</p>

Strategy 4 Details
<p><b>Strategy 4:</b> Additional teacher support and coaching will be addressed through a Curriculum Instructional Specialist position with a focus on support through model lessons, behavior management, coaching and feedback, and lesson design</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity to implement district initiatives and best practice instructional strategies with fidelity resulting in increased student achievement through walkthroughs and coaching walks.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> 1 FTE CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.105.30.000 - \$77,311</p>
Strategy 5 Details
<p><b>Strategy 5:</b> Harker Heights Elementary will share the employee wellness newsletter and self-care monthly calendar to staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase awareness of social and emotional health and well-being by providing employees access to resources and additional support.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>

### Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Student discipline incidents increased from 327 during the 2021-2022 school year to 663 during the 2022-2023 school year.</p> <p><b>Problem Statement 3:</b> 40.6 % of teachers have five years of experience or less. These new and inexperienced teachers will need additional support and training throughout the year.</p>
Student Learning
<p><b>Problem Statement 1:</b> During the 2022-2023 school year, 26% of kindergarten students and 18% of first grade students scored low in phonological awareness in NWEA MAP data.</p> <p><b>Problem Statement 2:</b> During the 2022-2023 school year, 50% of kindergarten, 59% of first grade, and 69% of second grade students were not reading on grade level according to Fountas and Pinnell.</p> <p><b>Problem Statement 3:</b> During the 2022-2023 school year, student achievement for STAAR 5th grade science (19) is below the state average (21). During the 2022-2023 school year, students in grades 3-5 did not meet projected growth in NWEA Science. 3rd grade- 48%, 4th grade- 39%, and 5th grade - 37%.</p> <p><b>Problem Statement 9:</b> Students participating in TELPAS testing under perform in grades K-1 in relation to their District and State peers. Students are likely to stay in the Intermediate and Advanced groups in Speaking.</p>
School Processes & Programs
<p><b>Problem Statement 4:</b> Emergent Bilingual students in the late exit model are less proficient in biliteracy.</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:** By June 2024, there will be a 5% increase in parent involvement at Harker Heights family activities based on parent involvement.

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

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will develop and communicate common standards for parent/teacher communication (Take Home Folder, Agenda, Website, Campus SMORE Newsletter, and Parent-Teacher Conferences) to foster a partnership with parents in their student's education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselor Parent Liaison</p> <p><b>Problem Statements:</b> Perceptions 1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The Parent Liaison will work to engage limited English speaking families throughout the year to build language acquisition and academic skills to help their students to improve their academic achievement and become active participants in their student's education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement of EB/bilingual students</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS Parent Liaison</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> Library of Academic Activities for Parents to Checkout - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.105.24.PAR - \$140, Improve English Language Skills adult ESL program - 263 - ESEA, Title III Part A - 263.11.6299.LE.105.25.000 - \$2,670, Light Snacks for parenting sessions - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.105.24.PAR - \$500</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Harker Heights Elementary School will host a special back to school event, targeting incoming Pre Kindergarten and Kindergarten students, providing strategies for assisting families in the transition to elementary school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will feel more comfortable at the start of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS Counselors</p> <p><b>Problem Statements:</b> Perceptions 1</p>

#### Strategy 4 Details

**Strategy 4:** The campus will conduct parent teacher conference each semester for all students including a discussion of the Home-School Compact as it relates to each specific child and family. During second semester, prior to Spring Break, additional parent conferences will be held for struggling students and students at risk of failure.

**Strategy's Expected Result/Impact:** Parents know and understand the Home School Compact and the role in their child's education.

**Staff Responsible for Monitoring:** Admin

CIS

Counselors

Parent Liaison

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

#### Performance Objective 1 Problem Statements:

##### Demographics

**Problem Statement 1:** Student discipline incidents increased from 327 during the 2021-2022 school year to 663 during the 2022-2023 school year.

##### Student Learning

**Problem Statement 1:** During the 2022-2023 school year, 26% of kindergarten students and 18% of first grade students scored low in phonological awareness in NWEA MAP data.

**Problem Statement 2:** During the 2022-2023 school year, 50% of kindergarten, 59% of first grade, and 69% of second grade students were not reading on grade level according to Fountas and Pinnell.

**Problem Statement 3:** During the 2022-2023 school year, student achievement for STAAR 5th grade science (19) is below the state average (21). During the 2022-2023 school year, students in grades 3-5 did not meet projected growth in NWEA Science. 3rd grade- 48%, 4th grade- 39%, and 5th grade - 37%.

##### Perceptions

**Problem Statement 1:** The average number of families attending Family Night decreased from 389 in 2021-2022 to 190 during the 2022-2023 school year.

**Problem Statement 2:** On the 2022-2023 Parent Survey, there is a need for parent instruction on academic instructional strategies to be used at home.

**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 2024, there will be a 10% decrease in student conduct referrals.

**Evaluation Data Sources:** Bobcat Character Trait Ceremonies, Surveys, Safety Reports, Discipline Referral Reports

Strategy 1 Details
<p><b>Strategy 1:</b> Counselors will provide character development, bully prevention, and career readiness to promote positive, social-emotional behaviors through classroom lessons, small groups, character awards, and Bobcat Leadership group.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in number of bullying incidents. Increase in positive student interactions with their peers and reduction of office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Problem Statements:</b> Demographics 1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will engage students in Social Emotional Learning and Restorative Practices to foster nurturing positive relationships, managing emotions, and setting goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance, increased positive interactions among students and teachers, and reduction of office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Restorative Practices Coaching - 211 - ESEA, Title I Part A - 211.13.6239.00.105.30.000 - \$14,459</p>
Strategy 3 Details
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student performance on Physical Fitness Testing and Campus Based Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Physical Education Teachers CIS</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>



Strategy 4 Details
<p><b>Strategy 4:</b> Parent Liaison will host four Restorative Practice Parent Training Sessions</p> <p><b>Strategy's Expected Result/Impact:</b> Parents have more knowledge to help their child with their academics and parent feel more comfortable when coming to school.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - Perceptions 1</p> <p><b>Funding Sources:</b> Restorative Practice Facilitator - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.00.105.24.PAR - \$4,000</p>
Strategy 5 Details
<p><b>Strategy 5:</b> Harker Heights Elementary will have a School Health Advisory Council committee.</p> <p><b>Strategy's Expected Result/Impact:</b> The committee will help staff members reinforce the health knowledge and skills needed to be healthy for a lifetime.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CIS Counselors</p>

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Student discipline incidents increased from 327 during the 2021-2022 school year to 663 during the 2022-2023 school year.
Student Learning
<b>Problem Statement 1:</b> During the 2022-2023 school year, 26% of kindergarten students and 18% of first grade students scored low in phonological awareness in NWEA MAP data.
<b>Problem Statement 2:</b> During the 2022-2023 school year, 50% of kindergarten, 59% of first grade, and 69% of second grade students were not reading on grade level according to Fountas and Pinnell.
<b>Problem Statement 3:</b> During the 2022-2023 school year, student achievement for STAAR 5th grade science (19) is below the state average (21). During the 2022-2023 school year, students in grades 3-5 did not meet projected growth in NWEA Science. 3rd grade- 48%, 4th grade- 39%, and 5th grade - 37%.
Perceptions
<b>Problem Statement 1:</b> The average number of families attending Family Night decreased from 389 in 2021-2022 to 190 during the 2022-2023 school year.

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

**Performance Objective 1:** By June 2024, 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
<b>Strategy 1:</b> SBDM will evaluate the Campus Improvement Plan and implementation to ensure services are meeting the needs of students. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps between targeted populations. <b>Staff Responsible for Monitoring:</b> Admin; CIS  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3 - Perceptions 1
Strategy 2 Details
<b>Strategy 2:</b> The staff at Harker Heights Elementary will work in conjunction with the Community In Schools program to support student needs. <b>Strategy's Expected Result/Impact:</b> Increase student achievement and reduce the number of student referrals. <b>Staff Responsible for Monitoring:</b> Admin CIS  <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Student discipline incidents increased from 327 during the 2021-2022 school year to 663 during the 2022-2023 school year. <b>Problem Statement 2:</b> Gifted and Talented students are under identified as evidenced by having a lower percentage than the district and state.
Student Learning
<b>Problem Statement 1:</b> During the 2022-2023 school year, 26% of kindergarten students and 18% of first grade students scored low in phonological awareness in NWEA MAP data.  <b>Problem Statement 2:</b> During the 2022-2023 school year, 50% of kindergarten, 59% of first grade, and 69% of second grade students were not reading on grade level according to Fountas and Pinnell.  <b>Problem Statement 3:</b> During the 2022-2023 school year, student achievement for STAAR 5th grade science (19) is below the state average (21). During the 2022-2023 school year, students in grades 3-5 did not meet projected growth in NWEA Science. 3rd grade- 48%, 4th grade- 39%, and 5th grade - 37%.

<b>Perceptions</b>
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<b>Problem Statement 1:</b> The average number of families attending Family Night decreased from 389 in 2021-2022 to 190 during the 2022-2023 school year.
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# 2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Natalie Kirshner	Principal
Classroom Teacher	Victoria Davis	PK4 Teacher
Classroom Teacher	Lisa Vidrine	Kindergarten Teacher
Classroom Teacher	Jennifer Deem	1st Grade Teacher
Classroom Teacher	Laurie Johnson	2nd Grade Teacher
Classroom Teacher	Katlyn Koss	3rd Grade Teacher
Classroom Teacher	Janel Roberts	4th Grade Teacher
Classroom Teacher	Angel Pratts Mendoza	5th Grade Teacher
Classroom Teacher	Annette Parham	SPED Teacher
Business Representative	Shirley Morken	Business Representative
Community Representative	Pastor Bishop LaDell Thomas	Community Member
District-level Professional	Jessica Cantu	District-Level Professional
Parent	Jennifer Walker	Parent
Paraprofessional	Mitlitha Whitsell	Paraprofessional (Title I)
Paraprofessional	Denise Escobedo	Paraprofessional (Title I)
Campus Tech	Eugene Presta	Other Appropriate Personnel (Title I)
Campus Administrator	Wanda Richerzhagen	Other School Leader (Title I)
Principal	Zachary Kline	Other School Leader (Title I)
Campus Administrator	Heather Hennig-Dutton	Specialized Instructional Support (Title I)