

Killeen Independent School District

Hay Branch Elementary School

2023-2024



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	6
School Processes & Programs	11
Perceptions	14
Goals	18
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.	19
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.	30
Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.	33
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.	36
Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.	40
2023-2024 SBDM & Title I Stakeholders (ES)	42

Comprehensive Needs Assessment

Demographics

Demographics Summary

Nestled in the West Cliff Community is the campus of Hay Branch Elementary School. During the 2022-2023 school year, Hay Branch peaked at 612 students with a diverse ethnic breakdown of 25% Hispanic, <1% Asian, <1% Indian, 53% African American, 1% Pacific Islander, 9% Caucasian, and 10% Two or More Races. We are 50% male and 50% female. Our military connected students make up 13% of our student body. Our students are serviced in a variety of programs: 47% At-Risk, 8% Section 504, 8% Dyslexic, 2% Homeless, 5% English as a Second Language, 17% Special Education, 4% Gifted and Talented, and 9% Speech. 75% of our students are economically disadvantaged. Our attendance rate is 92%, which is a decrease from 96% last year. Our mobility rate was 36%, which is significantly higher than the district's 28% and the state's 16%.

We implement a systematic approach to support and fill gaps of our 'At-Risk' student population. Intervention support is intentional and determined to ensure a multiplicity of approaches and meet the needs of all our student's. Dyslexia students are served with a pull-out service implementing the Wilson program with fidelity. ELL and SPED student's services are determined by the necessary level of support with a pull-out or push-in program model based on student individual education plan. The master schedule includes "Hawk Time," which is the intervention/enrichment block for all students. Hawk Time allows for continued daily interventions while continuing core instruction. Classroom teachers, retired teachers, aide interventionists, special education teachers, ELL teacher, and dyslexia teachers provide intentional, purposeful instruction to students during this time. Students are also supported with research-based programs implemented through technology-driven platforms, these include the MAC lab and iPads. The interventions/enrichment are data driven, intentional, include progress monitoring, and serve as the basis of decisions made by the Response-to-Intervention Team.

Below is a chart outlining our demographics:

Campus Demographic Data 2022-2023					
Total Population		Ethnicity Breakdown		Special Programs	
Population	# Of Students	Population by Ethnicity	# Of Students	Program Type	# Of Students
Pre-Kinder	73	Asian	5	504	48
Kindergarten	83	Black	325	At – Risk	287
1 st Grade	122	Hispanic	150	Bilingual	0
2 nd Grade	107	Indian	4	Denial (LEP)	3
3 rd Grade	91	Pacific Islander	7	Dyslexia	51
4 th Grade	81	Two or More Races	63	Econ. D	451
5 th Grade	54	White	58	ESL	31
Total	612			Gifted & Talented	22
				Homeless	10
				Immigrant	1

Campus Demographic Data 2022-2023					
				LEP	34
				Migrant	0
				Military	81
				SPED	102
				Speech	53
				RTI	175

Campus Enrollment Data (Peak)					
School Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
# Of Students	669	657	624	618	612

Information gathered from discipline data: Hay Branch experienced a decrease in student behavior incidents during the 2022-2023 school year.

- There were 423 referrals written during the 2022-2023 school year, which was a decrease from 722 from the previous year. This is a 41% decrease in written referrals.

Staff Quality:

In collaboration with KISD Human Resources Department, Hay Branch employs research-based strategies to recruit and retain high quality staff. Our retention of professional staff has increased from 67% SY21-22 to 90% SY 22-23.

The range of educational experience varies in Hay Branch staff. The chart below shows historical data for years of experience for Hay Branch teachers. Our teachers and instructional aides meet Texas Education Agency certification requirements and the requirements of the Every Student Succeeds Act.

Teachers by Years of Experience							
	2016	2017	2018	2019	2020	2021	2022
Beginning Teachers	13.7%	16.4%	7.5%		7%	5.1%	6.6%
1-5 Years	31.6%	40.4%	45%		41%	35.9%	41.7%
6-10 Years	20.6%	2.4%	13.6%		18%	28.2%	17.4%
11-20 Years	22.7%	30.9%	20.3%		18%	10.3%	18.1%

Teachers by Years of Experience							
Over 20 Years	11.4%	10%	13.6%		16%	20.4%	16.2%

Teachers by Ethnicity and Gender							
	2016	2017	2018	2019	2020	2021	2022
African American	20.3%	26.1%	43.7%		47%	48%	49%
Hispanic	22.8%	21.4%	20.3%		18%	18.4%	17.9%
White	54.5%	47.7%	33.7%		32%	31.3%	31.8%
American Indian	0	.1%	0		0	0	0
Asian	0	0	0		0	0	1.8
Pacific Islander	0	0	0		0	0	0
Two or More Races	2.2%	2.3%	4.8%	2.3%		2%	1%
Male	4.5%	4.6%	4.8%	6.6%		11%	7.7%
Females	95.5%	95.4%	95.2%	93.4%		87%	92.3%
Minority %	49.6%	49.1%	55%	65.9%		66%	68.6%

Staffing and Positions for 2023-2024					
PK	4	Curriculum Specialist	2	Nurse	.5
Kindergarten	5	Counselors	2	Clinic Assistant	1
First Grade	5	Special Education Teachers	5	Instructional Assistants	11
Second Grade	5	PE Teachers	2	Custodians	4
Third Grade	5	Music Teachers	2	School Nutrition	7
Fourth Grade	4	Campus Tech Spt Specialist	1	Assistant Principals	2
Fifth Grade	3	Librarian	1	Principal	1
ELL Teacher	1			Secretaries	3
Dyslexia Teacher	1.5			Parent Liaison	1

Demographics Strengths

- Hay Branch is a diverse campus. We take pride in the fact that our staff demographics resemble the diversity of our student population.
- While we serve a large 'at risk' population special programs are designed to meet their needs and implement a structured approach.
- Gifted and Talented student enrollment increased over the past years, which increased the campus percentage from 2% to 4%. We are continuing to work to identify our GT students.
- Hay Branch Elementary employs several strategies to recruit and retain high quality teachers. Efforts include professional development, mentoring, administrative support, common vision, collective commitments, celebrations and productive feedback.
- Teams and team leaders will be established and implemented.
- We have goals for every aspect of our campus and we are making great strides to reach them.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 45 % of the total student population meeting the state criteria for At Risk, the majority of which are due to not meeting the Readiness indicator and to STAAR failure.

Problem Statement 2: During the 2022-2023 school year, 423 behavior referrals were processed affecting classroom efficacy.

Problem Statement 3: Mobility rate is higher than both district and state percentages.

Problem Statement 4: Almost 50% of instructional staff have 1 to 5 years experience. There is a need to build the capacity of teachers to meet the varied needs of our student population.

Student Learning

Student Learning Summary

The data included in this section is derived from a variety of sources. Assessments are varied and include data from benchmarks, district assessments, and Texas Education Agency STAAR Assessment. CIRCLE data is indicative of the progress that our Pre-Kindergarten students made by the end of the school year compared to district performance. NWEA Measures of Academic Progress (MAP) measures k-5 student performance in the core subject areas of reading and mathematics. It is a comparison of Hay Branch student growth and the expected growth determined by MAPS.

Spring NWEA Measures of Achievement and Progress (Math)			
2022-2023			
Grade	MAP Math Campus Observed Growth (RIT)	MAP Math Expected Growth (RIT)	Difference
K	18	17.4	.6
1	13	16.5	-3.5
2	19	14.3	4.7
3	13	12.4	.6
4	10	10.5	-.5
5	9	8.9	.1

Spring NWEA Measures of Achievement and Progress (Reading)			
2022-2023			
Grade	MAP Reading Campus Observed Growth (RIT)	MAP Reading Expected Growth (RIT)	Difference
K	17	16.3	.7

Spring NWEA Measures of Achievement and Progress (Reading)			
2022-2023			
1	10	15.0	-5
2	15	13.1	1.9
3	10	10.6	-6
4	7	8.3	-1.3
5	11	7.0	4

Spring NWEA Measures of Achievement and Progress (Science)												
2022-2023												
Grade	MAP Science Campus Observed Growth (RIT)			MAP Science Expected Growth (RIT)			Difference					
3	7			8.2			-1.2					
4	4			6.6			-2.6					
5	10			6			4					
	RLN BOY	RLN EOY	RLN Growth	RV BOY	RV EOY	RV Growth	PA BOY	PA EOY	PA Growth	MATH BOY	MATH EOY	MATH Growth
DIST AVG	45%	81%	36%	51%	75%	24%	71%	79%	7%	78%	86%	9%
HBES AVG	32%	78%	47%	33%	66%	33%	68%	72%	3%	74%	76%	2 %
	-13	-03	11	-18	-9	9	-03	-7	-4	-4	-10	-07

Grade/Sub	2019	2020	2021	2022	2023
3 rd Reading	25%	HISTORICAL STAAR DATA BY GRADE			34%
4 th Reading	31%	PERCENT OF STUDENTS AT MEETS AND MASTERS GRADE LEVEL			30%
5 th Reading	33%		32%	35%	24%
3 rd Math	42%		14%	12%	28%
4 th Math	34%		23%	10%	06%
5 th Math	29%		19%	20%	27%
5 th Science	24%		12%	14%	11%
All Subjects	31%		22%	21%	25%
All Reading	30%		28%	30%	29%
All Math	35%		22%	14%	21%

Percent of Students at Meets Level 22-23 STAAR			
STAAR	GT	ESL	Special Education
3rd Reading	100%	29%	8%
3rd Math	100%*	43%*	0%
4th Reading	0%*	0%*	6%*
4th Math	75%*	0%*	6%*
5th Reading	80%*	33%	8%*
5th Math	60%*	0%	9%*
5th Science	60%*	33%	0%*
Cumulative Reading	93%*	28%	7%
Cumulative Math	67%*	8%	8%

Responding to the data:

We have worked to increase the percent of our students at the Meets and master's level. SY 22-23 performance has a slight 5% overall increase from results of the previous year. The

current year percentages show an average performance reduction with minimal growth or regression.

Students' individual academic needs are addressed during our daily intervention block (Hawk Time). During this intervention time, students' needs are determined through data disaggregation of reading and math performance (CUA's/Universal Screeners/Benchmarks). Established blocked times are dedicated to serving student needs in core subject areas. High yield intervention approaches and research based intervention programs (ex: small groups, computer-based intervention programs) are implemented to scaffold and fill student learning gaps. Students are supported through an established RTI process supports student learning where student learning is monitored and documented weekly. Efficacy is tracked through a tiered process and fluid learning interventions determined. RTI strategies are high-yield and research-based. Current strategies and programs include Do the Math, STEMSCOPES, I-Station, Benchmark Phonics, Brain Pop, and Leveled Literacy Intervention, etc. An at-risk and 2 half time interventionist have been procured to support our struggling learners.

Students with special needs are identified and serviced through our English Language Learners, Dyslexia, Special Education, and Talented and Gifted Programs.

The Texas Education Agency (TEA) works to improve outcomes for all public-school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more Domain. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school (see addendum).

Student Learning Strengths

The following strengths have been identified in the data:

- MAP data indicates that in most areas, our campus scored comparatively with and national averages.
- MAP data indicates growth in all areas.
- CIRCLE data indicates students showed growth in most measured areas
- STAAR results indicate small increase in overall performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Approximately 30% of our 3-5 Graders achieved Meets and/or Masters as measured by 2023 STAAR Reading assessment.

Problem Statement 2: Approximately 20% of our 3-5 Graders achieved Meets and/or Masters as measured by 2023 STAAR Math assessment.

Problem Statement 3: The percentage of EB students achieving Meets Grade Level Standard on STAAR Reading is less than the campus average.

Problem Statement 4: 43% of our 5th Graders achieved Approaches as measured by 2023 STAAR Science, which is 13% lower than district performance.

Problem Statement 5: Students in special programs did not perform at the same level as students who are not in special programs.

Problem Statement 6: 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.

Problem Statement 7: Pre-K students show 7% less EOY achievement performance than district averages in Circle assessment.

Problem Statement 8: SPED student population significantly under performed on all STAAR assessments in meets and masters category

Problem Statement 9: 100% of GT students in Grades 3-5 did not achieve Meets and/or Masters as measured by 2023 STAAR Reading and Math.

Problem Statement 10: 1st grade students had 30% less expected growth in reading, math as measured by MAP.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment: At Hay Branch, teachers follow KISD curriculum expectations implementing the TEKS Resource System (TRS, a viable curriculum). TRS offers in depth unpacking of standards, scope and sequence and deep understanding of teaching expectations and alignment to state curriculum. Teaching application is based on the Gradual Release Model, providing a structured framework to student instruction. The foundational understanding of the GRR process is revisited annually to ensure understanding of process. We will continue to implement the district data protocol to identify low performing standards for intentional re-teach. This process will be implemented with fidelity providing real time insight into learning.

Instructional Planning: Planning is based on the backward design model and the district planning process. Collaborative planning is essential with the understanding that the clarity is in the conversation. Progression charts (district created model plans) are implemented as a guideline in a collaborative planning process model during PLCs and teacher established planning times. Lesson design is based on GRR model and individual class needs are considered. Alignment of learning targets, tasks, and level student work produced is vetted to provide intentionality. High yield teaching strategies and resources are implemented to maximize student learning. Feedback by administration is provided and based on common rubrics. Planning days are provided to reading academy non participants.

Professional Development Plan: The Hay Branch Elementary School Professional Development Plan was written to address the data collected during the needs assessment. The data from 2023, shows that academic gaps continue, and a need to employ highly impactful, research-based strategies to address this concern. We have and will continue to engage in professional development and to address our deficits.

Professional development opportunities included the following:

- The Reading Academy for Pre-K-5th grade.
- PBIS (Campus Led PBIS Team)
- Benchmark Phonics (Off Campus PD/Follow up in PLC)
- Balanced Literacy (Off Campus PD, In-Class modeling and coaching, Planning with Literacy Coaches)
- Collaborative Teaching (Off Campus PD)
- Using MAP data to plan instruction and intervention (PD Session on and off campus)
- Backward Instructional Design (PD)
- Stemscope Implementation (Zoom after-school)
- CRA Math Instruction-District Coach
- Collaboration (PD)

Monitoring: Teachers established professional growth goals for T-TESS. These goals and action steps are a part of the teacher appraisal system. We also monitor and assess campus progress on our goals through walkthroughs coaching walks and tracking system. Lesson plan and aligned feedback provide staff with areas to grow.

School Context and Organization: The SBDM (Site Based Decision Making Committee) will meet a minimum of six times per year to review, adjust, and develop strategies based on campus needs. Members are the campus principal, elected staff, a district representative, a community member, a business member, and parents. The purpose of this committee is to help review data, provide input, and make decisions about SCE and Title funding. Hay Branch also has an active CEAC (Campus Employee Advocacy Committee) and CCC (Campus Conduct Committee). Both committees meet on a regular basis to share district information, ideas, plan initiatives/events, and report to administration.

Teacher Recruitment:

- Frontline application system is implemented in our hiring process.
- Resumes and support documents are reviewed to determine if applicants are in possession of the skills needed for Hay Branch.
- Administration works closely with HR to screen applicants and background checks are completed by campus principal
- School leadership attends the KISD Teacher Job Fair to promote the campus and seek applicants

Teacher Retention efforts include:

- Targeted professional development for teachers
- School Leadership conducts walkthroughs and provides feedback to teachers about their strengths and weaknesses
- Staff celebrations and fellowship are a year long initiative.
- PLCs are used to increase collaboration, support, and deepen teacher knowledge
- Mentors are assigned to all new teachers
- Buddy Teachers are assigned to all new to Hay Branch teachers
- Campus committees teachers to assist in problem solving campus issues

Programs: Hay Branch is a Collaborative Teaching Campus, which provides inclusion support for our special education students. We service approximately 165 students in our Response-to-Intervention (RTI) program. Additionally, we provide support to our SPED, dyslexic, ELL, and GT students through push in and pull out programs designed to meet their needs. Teachers are certified and trained in special programs to meet their needs. Each grade level has intervention time (Hawk Time) carved into their schedule. Hawk Time is used to provide enrichment and targeted intervention to meet all student's needs. Intentionality and research-based strategies provide individual support for all students. There is a need to increase the structure and continuity of these school support systems to ensure fidelity of implementation.

Instructional Technology: In the past few years, we have purchased additional technology for our campus. The expectation is that teachers will design lessons that incorporate technology and support our adopted curriculum. We have a variety of technology available on our campus to include teacher laptops, student Ipad carts, classroom desktops, computer labs, 3-D printer, iPads, projectors, and document cameras. Technology is supported by our Campus Technologist Support Specialist (CTSS) who assists all staff with their technology issues. We also have a computer aide available to assist students and teachers during lab time.

We are looking forward to 100% integration to student district and state assessment platform. Teachers and students will receive training to align practices. Our goal is to ensure the students and teachers have a in depth understanding of operations to ensure test taking strategies and accommodations.

School Processes & Programs Strengths

Our curriculum, instruction, and assessment strengths are:

- Focused Professional Learning Communities (PLCs)
- PLCs aligned framework and driven by essential PLC questions.
- Intentional PLC based on surveys, teacher observations and lesson planning feedback.
- Collaborative lesson planning
- Lesson design implementing progression charts and backward design planning
- Lesson planning feedback
- CUA data protocol practiced and data team meetings by admin
- Teacher planning days
- Implementation of researched and technology-based interventions
- Field-based instruction participation k-5
- Multiple technology resources are available to staff and students

Our school context and organization strengths are:

- Campus committee meetings
- Protected blocks of instructional time

- Intervention Hawk Time
- Response to Intervention (RtI) committee
- dedicated and double blocked planning time (once a week)

Our technology strengths are:

- Implementation of multiple classroom technology resources for staff (document cameras, iPads, projectors, desktops)
- Use of technology classroom resources for students
- iMac computer labs to support instruction
- One to One device availability in 2-5 grade levels

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase the structure and continuity of school support systems to ensure fidelity of implementation.

Problem Statement 2: 30% of k-5 instructional staff waived.

Problem Statement 3: There is a need for consistent and immediate application of data dis-aggregation to inform instructional practices and to identify and address student learning gaps.

Problem Statement 4: There is a need to increase the use of guided and small group instruction to address learning gaps and the varied instructional needs of students.

Problem Statement 5: STAAR tests will continue to be 100% online and will include constructed responses. Our students do not have the keyboarding skills necessary to type quality responses.

Perceptions

Perceptions Summary

We are Growing Greatness at Hay Branch! Stakeholder support from our learning community is essential in maximizing student growth. Feedback has driven intentional decision making to grow and connect to our learning community, parents, and families. We continue to establish positive connections with all those involved and are excited about the evolution of our student learning.

The most recent Qualtrix and Essential School Framework surveys have allowed insight into our efficacy as a campus. The data allows us to have conversations and make intentional decisions that focus on growing our campus culture. Continued strengthening in the areas of positivity and problem solving the areas that require improvement. Discipline data, school enrichment activities, and family connectedness data in our overall approach in this section.

Strengths from survey:

- Over 94% of stakeholders felt the campus is a safe environment.
- Over 91% of stakeholders felt welcomed and respected.
- Over 89% of stakeholders felt happy with their child's experience.
- Results from ESF surveys indicated a higher rating in all five topic areas than district results. Including a 21% percent difference in classroom routines.

Areas for improvement from survey:

- Stakeholders still have concerns with being part of the decision-making process and school safety.
- Stakeholders have concerns with consistent teacher to student communication.
- Stakeholders have concerns with teacher retention.

School Safety and Discipline: During the 22-23 school year, we began the process of becoming a Positive Behavioral Interventions and Supports (PBIS) campus. This process has allowed us to foster positive relationships with our students and staff and has improved student behavior. Our PBIS initiative has resulted in a 46% reduction in discipline referrals. We will continue to revisit and align our practices to our vision and mission to ensure that our campus culture and climate remain positive, focused, and relationship driven. Students are our number one priority. We strive to foster a safe environment while helping students succeed. Our campus provides a specific crisis handbook and quick reference guide to assist all staff with safety drills. Safety procedures are in place for evacuations, holds, sheltering in place, lockdowns, and securing the campus perimeter. In addition, our campus has a strategic plan in place for maintaining security by checking the outside perimeter and all doors on campus twice a day. We will continue to be a campus that implements 100% ID checks for all campus visitors and for guardians signing out students. The safety of our students and staff will always be our priority and in our forefront when making decisions.

Parents and Community: We provide multiple opportunities for parents and the community to be a part of our campus such as reading/STEM night and character trait award luncheons. Our partnership with Communities in Schools has provided positive support for over 800 families through food giveaways and educational information presentations. This has allowed for a deepened connection with our community. It is imperative that we maintain communication with our parents and the community. Our Facebook and webpage are updated with events and information that is current to keep our connection to families. We send out a monthly newsletter to parents and messages through our Blackboard connect platform. Every Wednesday folders are sent home with students with upcoming events and information from the classroom teacher.

We have a significant number of parents attending campus events throughout the year, and our volunteer numbers have exponentially grown. Hay Branch has maintained our partnership with 1-8 Calvary 2nd Battalion, Phi Beta Sigma Fraternity, Good News Club, Master Gardeners, and the Community in Schools program. In the 22-23 school year, Killeen High School supported us in several engagements as well as local councilman and even our esteemed Mayor Debbie Nash-King. We are looking forward to continuing success in working with our local community to build supportive partnerships to grow our learning community.

Extracurricular Activities:

During the 2022-2023 school year extracurricular activities offered to students include: the Step Team Club, Good News Club, Gardening Club, and Student Council. We are excited about being able to offer more in 23-24 school year. Current teacher club commitments include the:

1. STEM Club
2. Student Council
3. Good News Club
4. Step Team
5. Gardening Club
6. Welcoming Committee
7. Choir Club

Family Events: During the 2022-2023 school year, we were able to conduct many family events including:

1. Family Reading Night (Fall)
2. Family STEM Night (Spring)
3. Black History Month Program/Step Team performance (February)

4. Character Trait Winner Lunch (Monthly)
5. Grandparents Reading Day
6. Award ceremonies at the end of each 9 weeks
7. Kinder and 5th Grade graduation
8. Pre-K Family Literacy
9. Step Team Dance
10. GT Showcase
11. Communities in Schools Food Giveaway (Fall and Spring)

Events and activities are developed to address learning community needs and establish strong relationships. Parental engagement and family interaction within our school setting supports the growth of our partnership with our learning community to maximize student growth potential. A culture of inclusivity and partnership is necessary to get our students to greatness. Parents are encouraged to volunteer, and our goal is to grow our numbers in parent involvement exponentially.

Our sponsored campus activities provide a conduit to community involvement. Our Adopt-a-School Unit Soldiers participate in our Freedom Celebration, Garden clean up, Soldier Read Aloud, and field day support. Our campus Adopt a School Unit is very active and helps us with many events including traffic control for the first two weeks at student arrival and dismissal, Thanksgiving lunch, Career Day/Week, Field Day, and campus dances. Our staff participates in the Education Foundation (3rd place in elementary category and 100% participation) and United Way fund-raising campaigns.

Our goal is to continue to engage our community partners in supporting our campus goals. Together we can sow the seeds of greatness.

Perceptions Strengths

Our strengths are:

- Survey results show parent support and overall high satisfaction with campus initiatives
- Campus extracurricular activities have increased
- Participation in field based learning opportunities by all grade levels
- We partnered with Phi Beta Sigma Fraternity, Inc to offer mentoring, read aloud, and reading incentives to our students.
- Partnership with Communities in Schools provided learning community over 800 food boxes
- Safety audit results 100% compliance

- Discipline referral reduced by 42% overall

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement on campus is lower than expected.

Problem Statement 2: Stakeholders are concerned with being part of decision-making process and with school safety.

Problem Statement 3: There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child.

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 June 2024, we will increase academic achievement for all students in all student groups by 10%.

Evaluation Data Sources: Students will demonstrate 10% growth in CIRCLE (PK) from 22-23. MAP (K-5) from BOY to EOY overall growth of 10% and 40% meeting meets standard on STAAR (3-5 Reading, Math, Writing, Science); and 75% passing of all unit common assessments.

Strategy 1 Details

Strategy 1: Teachers will implement district planning process and curriculum documents to collaboratively plan aligned lessons incorporating high yield strategies. Intentional and aligned feedback will be provided by administration team with fidelity.

Strategy's Expected Result/Impact: Support teacher instructional efficacy resulting in an Increase academic proficiency for all students.

Staff Responsible for Monitoring: Campus Leadership, Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 2, 4, 5, 10

Strategy 2 Details

Strategy 2: Students will utilize technology-based programs to support core curriculum and as response-to-intervention.

Strategy's Expected Result/Impact: Increased percent of students meeting at least one year's growth and proficiency in all core content areas (reading, writing, math, science, and social studies)

Staff Responsible for Monitoring: Campus Leadership, Classroom Teachers, Instructional Aides

TEA Priorities:

Build a foundation of reading and math

- **Additional Targeted Support Strategy**

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

Funding Sources: BrainPop Software to supplement instruction for At-Risk and struggling learners - 166 - State Comp Ed - 166.11.6299.OL.119.30.AR0 - \$4,020.50, Headphones online intervention programs - 166 - State Comp Ed - 166.11.6399.00.119.30.AR0 - \$3,000, Think Up or similar Online Resources for TEKS Practice and Review - 211 - ESEA, Title I Part A - 211.11.6299.OL.119.30.000 - \$3,000, iPads for technology based interventions - 211 - ESEA, Title I Part A - 211.11.6398.00.119.30.000 - \$12,423, iPad cases for technology based interventions - 211 - ESEA, Title I Part A - 211.11.6399.00.119.30.000 - \$3,750, Teacher Made to address writing, keystroke and constructive response expectations - 211 - ESEA, Title I Part A - 211.11.6299.OL.119.30.000 - \$1,500, 4 Charging Stations for Pre-Kinder IPADS - 211 - ESEA, Title I Part A - 211.11.6394.00.119.30.000 - \$1,697

Strategy 3 Details

Strategy 3: Systematic PLC process will occur weekly. Expectation will be based on the four Dufour PLC questions, data driven (Math, Reading, Writing, Science) focused on a continued learning cycle and intentionally align with campus instructional need and based on data and observation.

Strategy's Expected Result/Impact: Develop and enhance teacher instructional capacity and Improve assessment scores and academic performance.

Staff Responsible for Monitoring: Leadership Team, Campus Instructional Specialists

TEA Priorities:

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

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

Strategy 4 Details

Strategy 4: The campus will provide targeted intervention during the school day as well as after-school tutoring to At-Risk and struggling students in the areas of reading, writing, math, and science.

Strategy's Expected Result/Impact: Increased academic growth and proficiency in reading, math, and writing.

Staff Responsible for Monitoring: Principal, CIS, Teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: Instructional supplies for intervention in reading, writing, math and science - 166 - State Comp Ed - 166.11.6399.00.119.30.AR0 - \$1,500, Region 4 Intervention Teacher Editions "Closing the Gap" and Work Stations Teacher Editions and STEM Design Teacher Editions - 211 - ESEA, Title I Part A - 211.11.6399.00.119.30.000 - \$3,000

Strategy 5 Details

Strategy 5: The campus will provide accelerated and differentiated instruction for GT students with project-based learning directly aligned with TPSP expectations that will meet their learning needs.

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

Staff Responsible for Monitoring: Principal, CIS, GT Coordinator, GT Teachers

Problem Statements: Student Learning 9

Funding Sources: Instructional Supplies for GT Project Based Learning - 177 - Gifted/Talented - 177.11.6399.00.119.21.000 - \$1,850

Strategy 6 Details

Strategy 6: Campus instructional specialist will meet monthly with gifted and talented teachers to plan and monitor efficacy of intentional instruction.

Strategy's Expected Result/Impact: More students identified for Gifted and Talented services

Staff Responsible for Monitoring: Principal, guidance counselors, CIS

Problem Statements: Student Learning 9

Funding Sources: Instructional materials for GT students - 177 - Gifted/Talented - 177.11.6399.00.119.21.000 - \$500, Professional Development for Teachers of GT Students - 177 - Gifted/Talented - 177.13.6411.00.119.21.000 - \$1,000, Reading materials for GT students - 177 - Gifted/Talented - 177.11.6329.00.119.21.000 - \$500

Strategy 7 Details

Strategy 7: The campus will provide in person field based learning experiences to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Grade level teams will determine field trips based on alignment to the curriculum and will connect the purpose to learning grade level TEKS.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal, CIS, Teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 4, 6

Funding Sources: Buses for Field Based-Instruction - 166 - State Comp Ed - 166.11.6494.00.119.30.AR0 - \$3,500, Student entrance fees for field based instruction - 166 - State Comp Ed - 166.11.6412.00.119.30.AR0 - \$1,800

Strategy 8 Details

Strategy 8: The campus will hire part-time retired teachers to provide small group instruction in reading and math for at-risk 2nd-5th grade students during the intervention block.

Strategy's Expected Result/Impact: Decrease in student deficits and an increase in the percent of students meeting at least a year's growth and proficiency

Staff Responsible for Monitoring: Campus Leadership, Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 6

Funding Sources: Part-time Retired Employees/tutors for At-Risk students - 166 - State Comp Ed - 166.11.6125.CA.119.30.AR0 - \$30,000

Strategy 9 Details

Strategy 9: The campus will hire instructional aides to provide instructional support for At-Risk and struggling students in the classroom and during intervention time.

Strategy's Expected Result/Impact: Decrease in achievement gap between student groups, increase in student growth and proficiency

Staff Responsible for Monitoring: Campus Leadership, Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 5

Funding Sources: Instructional Aides - Title - 211 - ESEA, Title I Part A - 211.11.6129.00.119.30.000 - \$75,980.50, 0.5 Instructional aide - SCE - 166 - State Comp Ed - 166.11.6129.00.119.30.AR0 - \$12,548.50

Strategy 10 Details

Strategy 10: The campus will support literacy and the development of academic vocabulary by providing a rich print environment, and utilizing anchor charts, note-booking, and the Frayer model, spiral review, and student visual references.

Strategy's Expected Result/Impact: Increased achievement in core content areas with an emphasis on reading.

Staff Responsible for Monitoring: Campus Leadership, Classroom Teachers

Problem Statements: Student Learning 1, 3

Funding Sources: Supplies to support rich print environment - 211 - ESEA, Title I Part A - 211.11.6399.00.119.30.000 - \$1,000

Strategy 11 Details

Strategy 11: The campus will utilize the RtI process for academics and behavior. Additional targeted support will be provided to students in reading, language, and mathematics through intentional interventions and technology-based programs to increase academic achievement.

Strategy's Expected Result/Impact: Better meet student needs, decrease inappropriate behaviors.

Staff Responsible for Monitoring: Campus Leadership, Curriculum Instructional Specialist, Classroom Teacher

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 4, 7

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 45 % of the total student population meeting the state criteria for At Risk, the majority of which are due to not meeting the Readiness indicator and to STAAR failure.

Student Learning

Problem Statement 1: Approximately 30% of our 3-5 Graders achieved Meets and/or Masters as measured by 2023 STAAR Reading assessment.

Problem Statement 2: Approximately 20% of our 3-5 Graders achieved Meets and/or Masters as measured by 2023 STAAR Math assessment.

Problem Statement 3: The percentage of EB students achieving Meets Grade Level Standard on STAAR Reading is less than the campus average.

Problem Statement 4: 43% of our 5th Graders achieved Approaches as measured by 2023 STAAR Science, which is 13% lower than district performance.

Problem Statement 5: Students in special programs did not perform at the same level as students who are not in special programs.

Problem Statement 6: 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.

Problem Statement 7: Pre-K students show 7% less EOY achievement performance than district averages in Circle assessment.

Problem Statement 9: 100% of GT students in Grades 3-5 did not achieve Meets and/or Masters as measured by 2023 STAAR Reading and Math.

Problem Statement 10: 1st grade students had 30% less expected growth in reading, math as measured by MAP.

School Processes & Programs

Problem Statement 5: STAAR tests will continue to be 100% online and will include constructed responses. Our students do not have the keyboarding skills necessary to type quality responses.

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 June of 2024, we will increase STAAR Reading/Language Arts academic performance in the meets level standard by 20%.

Evaluation Data Sources: 23-24 STAAR Reading Results

Strategy 1 Details
<p>Strategy 1: The ELL teacher and classroom teachers will collaborate and plan using the English Language Proficiency Standards so that differentiated strategies are implemented in core subject areas. Clarity of the ELPS and alignment to current lesson planning needs will be addressed during planning sessions. Focus on the use of academic vocabulary and language and standardized reading expectations will occur daily. Instruction will happen in an inclusion or "pull out" model and will be supported through the use of technology when appropriate.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students meeting grade level standard on common assessments, universal screenings, TELPAS and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, ELL Teacher, Curriculum Instructional Specialist, Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Instructional resources for ELL vocabulary and literacy development - 165/ES0 - ELL - 165.11.6399.00.119.25.ES0 - \$1,610, Reading materials for ELL Students - 263 - ESEA, Title III Part A - 263.11.6329.LE.119.25.000 - \$150</p>
Strategy 2 Details
<p>Strategy 2: The campus will target individual student reading needs using universal screener, CUA and observational data to drive immediate and proactive reading interventions.</p> <p>Strategy's Expected Result/Impact: Increase student reading achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, CIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Writing Teacher and student print resources directly aligned with STAAR Constructed response and - 211 - ESEA, Title I Part A - 211.11.6399.00.119.30.000 - \$3,000</p>

Strategy 3 Details

Strategy 3: The campus will implement the science of teaching reading model for reading instruction. Students will focus on key components: phonemic awareness, phonics, fluency, vocabulary comprehension and writing. PLC and continued learning will occur throughout year.

Strategy's Expected Result/Impact: Increased student growth, learning and achievement in reading.

Staff Responsible for Monitoring: Principal, CIS, APs

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 3, 7, 10

Funding Sources: Instructional supplies for supplemental reading instruction - 166 - State Comp Ed - 166.11.6399.00.119.30.AR0 - \$2,000, Student Reading Materials/Decodable Readers - 211 - ESEA, Title I Part A - 211.11.6329.00.119.30.000 - \$3,000

Strategy 4 Details

Strategy 4: Teachers will implement the Empowering Writers process in a standard literacy approach to support reading.

Strategy's Expected Result/Impact: Increased student achievement in reading and writing.

Staff Responsible for Monitoring: Principal, AP, CIS

Problem Statements: Student Learning 1, 2, 3, 4

Strategy 5 Details

Strategy 5: The librarian will provide small group support for classrooms and students who are struggling readers. This includes integrating the use of visual aides, academic vocabulary games and hands-on reading based tasks. The librarian will also implement systematic approach to providing targeted resources to meet teacher needs.

Strategy's Expected Result/Impact: Increased student achievement in reading and writing.

Staff Responsible for Monitoring: Principal, APs, CIS

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

Funding Sources: Salary and Benefits for 0.5 Librarian - 211 - ESEA, Title I Part A - 211.12.6119.00.119.30.000 - \$40,841

Strategy 6 Details

Strategy 6: The campus will hire a Curriculum Instructional Specialist to provide support to campus teachers conducting PLCs, coaching instruction, seeking resources, data collection and analysis, etc.

Strategy's Expected Result/Impact: Support and build teacher for effective tier 1 instruction resulting in student growth.

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4

Funding Sources: Salary and Benefits for .05 CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.119.30.000 - \$47,049

Strategy 7 Details
<p>Strategy 7: The campus will implement the Choice Literacy online resource for professional development mini lesson and learning to support teacher instructional literacy growth.</p> <p>Strategy's Expected Result/Impact: Teacher capacity and understanding of literacy instruction will grow.</p> <p>Staff Responsible for Monitoring: Administration, CIS</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: "Choice Literacy" subscription - 211 - ESEA, Title I Part A - 211.13.6299.OL.119.30.000 - \$1,000</p>
Strategy 8 Details
<p>Strategy 8: The campus will implement Sirius instructional material that contain caffolded TEKS instruction and authentic STAAR practice including: new questions types, writing, short and constructed response.</p> <p>Strategy's Expected Result/Impact: Allow students to implement rigourous and aligned learning which will result in student academic growth.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials (Sirius) - 211 - ESEA, Title I Part A - 211.11.6399.00.119.30.000 - \$3,052</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 45 % of the total student population meeting the state criteria for At Risk, the majority of which are due to not meeting the Readiness indicator and to STAAR failure.</p>
Student Learning
<p>Problem Statement 1: Approximately 30% of our 3-5 Graders achieved Meets and/or Masters as measured by 2023 STAAR Reading assessment.</p> <p>Problem Statement 2: Approximately 20% of our 3-5 Graders achieved Meets and/or Masters as measured by 2023 STAAR Math assessment.</p> <p>Problem Statement 3: The percentage of EB students achieving Meets Grade Level Standard on STAAR Reading is less than the campus average.</p> <p>Problem Statement 4: 43% of our 5th Graders achieved Approaches as measured by 2023 STAAR Science, which is 13% lower than district performance.</p> <p>Problem Statement 7: Pre-K students show 7% less EOY achievement performance than district averages in Circle assessment.</p> <p>Problem Statement 10: 1st grade students had 30% less expected growth in reading, math as measured by MAP.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to increase the structure and continuity of school support systems to ensure fidelity of implementation.</p>

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 June of 2024, we will increase STAAR Math academic performance in the meets level standard by 20%.

Evaluation Data Sources: 23-24 STAAR Math Results

Strategy 1 Details
<p>Strategy 1: Teachers will plan and implement a guided math approach aligned with district expectations with fidelity.</p> <p>Strategy's Expected Result/Impact: Allow for targeted instruction to drive learning</p> <p>Staff Responsible for Monitoring: Teachers, CIS, Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>
Strategy 2 Details
<p>Strategy 2: Students will participate in hands-on mathematics lessons using manipulatives and objects in the natural environment to reinforce concrete to abstract learning.</p> <p>Strategy's Expected Result/Impact: Students will be able to apply mathematical concepts and increase their performance on math benchmarks.</p> <p>Staff Responsible for Monitoring: Teachers, CIS, Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Manipulatives for Hands On Mathematics - 211 - ESEA, Title I Part A - 211.11.6399.00.119.30.000 - \$3,457.50</p>
Strategy 3 Details
<p>Strategy 3: Teachers will be trained and then implement the Lead 4Ward scaffolding method as the framework for intentional and targeted math interventions.</p> <p>Strategy's Expected Result/Impact: Students will increase foundational understanding of needed concepts to support math learning</p> <p>Staff Responsible for Monitoring: Administration and CIS</p> <p>Funding Sources: Lead4Ward training - 166 - State Comp Ed - 166.13.6411.00.119.30.AR0 - \$1,500, Resources for supplemental math instruction - 166 - State Comp Ed - 166.11.6399.00.119.30.AR0 - \$1,500</p>
Strategy 4 Details
<p>Strategy 4: Teachers will be trained and implement a structured tier III vocabulary instructional approach to support in depth understanding of math.</p> <p>Strategy's Expected Result/Impact: Students understanding and connection of vocabulary to math will result in student math growth.</p> <p>Staff Responsible for Monitoring: Administration</p>

Strategy 5 Details
<p>Strategy 5: Vertical alignment team meeting will occur each nine weeks to build teacher understanding of curriculum expectations.</p> <p>Strategy's Expected Result/Impact: Increased understanding of purpose of grade level instruction to build teacher capacity and result in increased achievement.</p> <p>Staff Responsible for Monitoring: Administration Team, CIS</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: By June of 2024, we will increase STAAR Science academic performance in the meets level standard by 20%.

Evaluation Data Sources: 23-24 STAAR Science Results

Strategy 1 Details
<p>Strategy 1: Classroom and outdoor investigations will be connected to discovery and scientific method. Hands on and discovery learning will be implemented each unit to align with learning objective.</p> <p>Strategy's Expected Result/Impact: Increased science proficiency on science assessments for all students</p> <p>Staff Responsible for Monitoring: Campus Leadership, Campus Instructional Specialist, Classroom Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p> <p>Funding Sources: Instructional Supplies for Supplemental Science labs/experiments - 166 - State Comp Ed - 166.11.6399.00.119.30.AR0 - \$1,101</p>
Strategy 2 Details
<p>Strategy 2: 3rd, 4th & 5th grade students will participate in the Science Olympiad club after school and compete in the district level competition in May.</p> <p>Strategy's Expected Result/Impact: Percent of students scoring at least Approaching Grade Level Standard will increase on STAAR science and campus benchmarks.</p> <p>Staff Responsible for Monitoring: 3rd-5th grade Teachers assisting as coaches Leadership Team Campus Instructional Specialist</p>
Strategy 3 Details
<p>Strategy 3: Teachers will be trained and provide explicit instruction on critical science vocabulary using research-based instructional strategies for vocabulary development. Professional development will occur during PLC's and after school specials.</p> <p>Strategy's Expected Result/Impact: Increase performance on all science assessments for all students Pre-K through Grade 5</p> <p>Staff Responsible for Monitoring: Classroom teachers, CIS, Campus Leadership</p> <p>Problem Statements: Student Learning 4</p>
Strategy 4 Details
<p>Strategy 4: Training will occur with the Stemscores instructional platform to support seamless implementation in classroom to drive science instruction in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Vertical alignment of learning and increased skills and knowledge in science.</p> <p>Staff Responsible for Monitoring: Teachers, CIS, and Admin Team.</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: STEMScopes Training - 166 - State Comp Ed - 166.13.6299.00.119.30.AR0 - \$2,000</p>

Strategy 5 Details
Strategy 5: An aligned approach to science journaling will be implemented in all grade levels, including vocabulary, foldables and the scientific method. Training will be part of the PLC process and also implemented in after school specials. Strategy's Expected Result/Impact: Allow students to quantify learning and increase understanding of science. Staff Responsible for Monitoring: Administration, CIS

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: 45 % of the total student population meeting the state criteria for At Risk, the majority of which are due to not meeting the Readiness indicator and to STAAR failure.
Student Learning
Problem Statement 4: 43% of our 5th Graders achieved Approaches as measured by 2023 STAAR Science, which is 13% lower than district performance.

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 June 2024, 100% of staff and additional intervention support will participate in intentional targeted professional development opportunities that enhance the KISD adopted curriculum.

Evaluation Data Sources: Artifacts of professional development learning during early out PD sessions, PD week, in-service day, after school sessions, PLC artifacts; walkthroughs, T-TESS observations, and faculty meeting agendas

Strategy 1 Details
<p>Strategy 1: The campus will hire a Curriculum Instructional Specialist to provide support to campus teachers conducting PLCs, coaching instruction, seeking resources, data collection and analysis, etc.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy and effectiveness; reduction in teacher turnover, increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: CIS to support teachers in their efforts to improve student achievement - 211 - ESEA, Title I Part A - 211.13.6119.00.119.30.000 - \$90,000</p>
Strategy 2 Details
<p>Strategy 2: Campus leadership will provide professional development to enable teachers to better understand the STAAR accountability system, universal screener, and Teacher Incentive Allotment to empower staff and improve instruction.</p> <p>Strategy's Expected Result/Impact: Increase teacher efficacy and build staff instructional capacity.</p> <p>Staff Responsible for Monitoring: Leadership Team Campus Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 3 Details
<p>Strategy 3: The campus will develop and maintain a campus grade level leader cohort, to facilitate implementation of instructional expectations, provide feedback and grow campus staff capacity to lead.</p> <p>Strategy's Expected Result/Impact: Learning and teacher efficacy will grow with clear communication and feedback.</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>Problem Statements: School Processes & Programs 1</p>

Performance Objective 1 Problem Statements:

School Processes & Programs
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Problem Statement 1: There is a need to increase the structure and continuity of school support systems to ensure fidelity of implementation.
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Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 2: Maintain and grow a positive campus culture and increase staff wellness.

Evaluation Data Sources: Survey results and feedback.

Strategy 1 Details
<p>Strategy 1: The campus will celebrate all staff members aligned with the districts staff appreciation calendar, teacher milestones, and staff of month, throughout the school year to foster a positive inclusive environment.</p> <p>Strategy's Expected Result/Impact: Create positive school culture</p> <p>Staff Responsible for Monitoring: Campus Leadership, Campus Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 4</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 4: Almost 50% of instructional staff have 1 to 5 years experience. There is a need to build the capacity of teachers to meet the varied needs of our student population.</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, the number of campus led parent events will increase and focus on student learning and result in a 25% increase in parental involvement.. HBES will foster an inclusive environment and encourage growth of our learning community including parental collegiality.

Evaluation Data Sources: Campus event attendance rosters; sign-in sheets; an increase in teacher & parent participation and representation; parent feedback/input from various events

Strategy 1 Details
<p>Strategy 1: The ESL teacher and instructional staff will provide parental engagement opportunities including those designed to meet the specific needs of the parents and family members of our Emergent Bilingual (EB) students. Parents will learn information and strategies to help support their child's success in school. Parenting opportunities will occur on different days and at different times to accommodate parents' schedules and promote maximum participation.</p> <p>Strategy's Expected Result/Impact: Positive relationships between parents and the school</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Refreshments for EB Parent Engagement - 263 - ESEA, Title III Part A - 263.61.6499.LE.119.25.000 - \$50, Instructional Supplies for EB Parent Engagement - 263 - ESEA, Title III Part A - 263.61.6399.LE.119.25.000 - \$145, Resources for parent engagement sessions - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.119.24.PAR - \$732, Refreshments for parent engagement sessions - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.119.24.PAR - \$500</p>
Strategy 2 Details
<p>Strategy 2: Early childhood team will offer learning opportunities for parents with non-school aged children as well as pre-school students through our early literacy program and after school programs. Parents will learn strategies to support literacy development at home</p> <p>Strategy's Expected Result/Impact: Increased parental engagement in academic programming; increased readiness for PK students</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 1, 3</p> <p>Funding Sources: Reading Materials for the early literacy program - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.119.24.PAR - \$250, Supplies to support the early literacy program - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.119.24.PAR - \$250</p>

Strategy 3 Details

Strategy 3: Teachers will communicate regularly and effectively with parents. Each teacher will keep a communication log with documentation of contact made with their students' parents. Positive mailings will be sent home. Teachers will hold parent conferences 3 times a year (BOY, MOY, EOY).

Strategy's Expected Result/Impact: Increased parental engagement in academic programming

Staff Responsible for Monitoring: Campus Leadership, Classroom Teacher

Problem Statements: Perceptions 1, 3

Funding Sources: Post Cards and Mailings - 211 - ESEA, Title I Part A - 211.11.6397.000.119.30.000 - \$500

Strategy 4 Details

Strategy 4: The campus will increase parent communication through the use of campus and grade level newsletters with fidelity . Social media. platforms will be consistently updated with current information and parent calendar embedded. Mass Comm call out system will be used for important upcoming campus events / district information / emergency situations.

Strategy's Expected Result/Impact: Increased clear and concise communication between home and school

Staff Responsible for Monitoring: Campus Leadership

Problem Statements: Perceptions 1, 2, 3

Strategy 5 Details

Strategy 5: Parent and staff surveys will be generated admin team to drive program planning, implementation and evaluation of campus needs.

Strategy's Expected Result/Impact: Increase staff and parental engagement in campus processes.

Staff Responsible for Monitoring: Principal, AP

Problem Statements: School Processes & Programs 1 - Perceptions 2

Strategy 6 Details

Strategy 6: Social media traffic will be monitored for efficacy and updated weekly at a minimum. Parent calendar with upcoming events and information will become part of website for learning community to access .

Strategy's Expected Result/Impact: Provide timely information to parents.

Staff Responsible for Monitoring: Admin team and campus technologist.

Problem Statements: School Processes & Programs 1 - Perceptions 2

Strategy 7 Details

Strategy 7: Conduct family learning nights including math, language arts, STEM and STAAR to support an inclusive learning community throughout the year.

Strategy's Expected Result/Impact: Increase student knowledge and parent support of learning resulting in individual student growth.

Staff Responsible for Monitoring: Admin, CIS Team

Problem Statements: Perceptions 3

Funding Sources: Resources for family learning nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.119.24.PAR - \$1,000, Refreshments for family learning nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.119.24.PAR - \$500

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: There is a need to increase the structure and continuity of school support systems to ensure fidelity of implementation.

Perceptions

Problem Statement 1: Parent involvement on campus is lower than expected.

Problem Statement 2: Stakeholders are concerned with being part of decision-making process and with school safety.

Problem Statement 3: There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child.

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, HBES will decrease serious discipline offenses by 25% creating a positive, safe and welcoming environment that fosters student success through academic and social instruction.

Evaluation Data Sources: Discipline data; Student, Parent, Committees, and Staff Survey Feedback ; Student incentives for positive behavior and academic success; Student Clubs; Bully Reporter

Strategy 1 Details
Strategy 1: The campus will practice safety drills in accordance with district policy. We also utilize a buddy system so that students are not walking alone in any area of the school building. Strategy's Expected Result/Impact: Increased effectiveness in responding to unsafe situations or conditions Staff Responsible for Monitoring: Campus Leadership, All Staff
Strategy 2 Details
Strategy 2: The campus will implement evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. (PBIS) Strategy's Expected Result/Impact: Increase the display of appropriate student behavior, decrease in negative behavior incidents Staff Responsible for Monitoring: Counselors
Strategy 3 Details
Strategy 3: The campus will acknowledge and reinforce academic success and positive behavior. Strategy's Expected Result/Impact: Increase in student participation Staff Responsible for Monitoring: Campus Leadership Team, Classroom Teachers Funding Sources: PBIS Rewards and Acknowledgement items - 211 - ESEA, Title I Part A - 211.11.6498.00.119.30.000 - \$2,000
Strategy 4 Details
Strategy 4: The campus will track and immediately investigate all incidents identified as bullying through Bully Reporter. Strategy's Expected Result/Impact: Decrease in bullying incidents Staff Responsible for Monitoring: Campus Administration

Strategy 5 Details

Strategy 5: The campus will provide various after school student enrichment clubs/teams. These clubs will promote social growth, build self esteem, encourage positive student behavior, grow leaders, as well as, emphasize higher order thinking skills and the ability to problem solve.

Strategy's Expected Result/Impact: Increase in positive attitudes towards school, decrease in negative behavior incidents

Staff Responsible for Monitoring: Campus Leadership, Curriculum Instructional Specialist, Assigned Club Teachers

Funding Sources: Resources for clubs as they relate to supporting student learning - 211 - ESEA, Title I Part A - 211.11.6399.00.119.30.000 - \$1,000

Strategy 6 Details

Strategy 6: Campus leadership will ensure the district's early mental health intervention, threat assessments and suicide prevention protocols are followed by counselors when a student threatens self-harm.

Strategy's Expected Result/Impact: Documentation of incidents and input from parent/guardian

Staff Responsible for Monitoring: Counselors, Campus Leadership

Strategy 7 Details

Strategy 7: The campus will review and practice de-escalation techniques and appropriate responses for student misbehavior.

Strategy's Expected Result/Impact: Immediate and effective response to acting out behavior

Staff Responsible for Monitoring: Campus Leadership, Counselors, Members of Support Team / Support Teachers / Crisis Team, and SPED Teachers

Strategy 8 Details

Strategy 8: Campus leadership will provide opportunities throughout the school year to gather feedback from stakeholders through various surveys and through the Path Uniting Learning, Students and Engagement (PULSE) committee.

Strategy's Expected Result/Impact: Create a positive school culture; Provide timely assistance in problem areas

Staff Responsible for Monitoring: Campus Leadership Team

Strategy 9 Details

Strategy 9: PBIS team, will provide professional development on Classroom Management and Positive Behavior Intervention Systems and conduct monthly meetings . Teachers will attend district offerings for classroom management.

Strategy's Expected Result/Impact: Decrease negative student behavior incidents

Staff Responsible for Monitoring: Counselor

Classroom Teachers

Administration

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 10 Details

Strategy 10: The staff will implement portions of Restorative Practices framework with fidelity.

Strategy's Expected Result/Impact: Promote inclusiveness, relationship-building and problem-solving, that will result in a reduction of behavior referrals

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Strategy 11 Details

Strategy 11: All staff will receive PBIS training a multi-tiered approach to social, emotional and behavior support and practice throughout years. School wide signage and expectations will support initiative.

Strategy's Expected Result/Impact: Foster a systematic approach to behavior support.

Staff Responsible for Monitoring: PBIS Teams, Admin, Teachers.

Strategy 12 Details

Strategy 12: Counselors will conduct informational after school parent meeting to connect with parents and provide information to our campus PBS/Restorative Discipline initiatives.

Strategy's Expected Result/Impact: Align verbage and expectations for behavior that will further reduce discipline referrals and result in a further reduction of discipline needs.

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 2: By June 2024, HBES will increase the opportunities for students and staff to engage in health and fitness activities.

Evaluation Data Sources: BOY and EOY Fitness Gram

Strategy 1 Details
<p>Strategy 1: HBES students will meet the state's required time in PE. Students will also participate in Hoops for Hearts, fitness gram, and the after school fitness club.</p> <p>Strategy's Expected Result/Impact: Increase percent of students meeting healthy standards on the Fitness Gram Assessment</p> <p>Staff Responsible for Monitoring: PE teachers, Campus Leadership</p>

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

Performance Objective 1: By June 2024, 100% resources will be allocated to address the deficits identified in campus data and monitored through evaluation by campus leadership.

Evaluation Data Sources: Master schedule designed to protect and maximize instructional time; classroom information visits; T-TESS walk throughs; PLC meetings; intentional feedback and professional development sessions

Strategy 1 Details
<p>Strategy 1: The campus will provide each grade level team with 1/2 day or full day planning sessions at the end of the 2nd and 3rd marking periods.</p> <p>Additionally, PLCs will collaboratively plan instructional units using the district planning process twice a week.</p> <p>Strategy's Expected Result/Impact: Improved planning; improved teaching and learning</p> <p>Staff Responsible for Monitoring: Campus Leadership, Curriculum Instructional Specialist, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Substitutes for Teacher Planning Days - 211 - ESEA, Title I Part A - 211.11.6116.00.119.30.000 - \$5,000</p>
Strategy 2 Details
<p>Strategy 2: Vertical Teams will collaborate to develop plans of action that will help improve student achievement through allocation of resources, planning campus-wide instructional initiatives, and campus family engagement events (Science Night, Math Night, & Literacy Night).</p> <p>Strategy's Expected Result/Impact: Increased parental engagement in academics, increased student achievement</p> <p>Staff Responsible for Monitoring: Leadership Team Teacher Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math</p>

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

Performance Objective 2: By June 2024, Hay Branch 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 Data

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>Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.119.30.000 - \$750</p>
Strategy 2 Details
<p>Strategy 2: The campus will create various committees (SBDM, CEAC, CCC, Hospitality) for all staff members to participate in and communicate the needs of the campus (budget, employee advocacy, campus conduct for students and staff, and morale). A parent, community leader, and business leaders will be included in the SBDM committee.</p> <p>Strategy's Expected Result/Impact: Create positive school culture where everyone feels valued</p> <p>Staff Responsible for Monitoring: Campus Leadership, Classroom Teachers</p>

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Steve Bibiano	Principal
Classroom Teacher	x x	PK3 Teacher
Classroom Teacher	Susan Faucett	PK4 Teacher
Classroom Teacher	Sade Henry	Kindergarten Teacher
Classroom Teacher	Antoinette Chilton	1st Grade Teacher
Classroom Teacher	Angela Baker	2nd Grade Teacher
Classroom Teacher	Lauren Bayless	3rd Grade Teacher
Classroom Teacher	Necole Mckinley	4th Grade Teacher
Classroom Teacher	Johnie Williams	5th Grade Teacher
Teacher	Lori Marsh	Music Teacher
Business Representative	Amy Carouth	Business Representative
Community Representative	x x	Community Member
District-level Professional	x x	District-Level Professional
Parent	Adrian Ordaz	Parent
Parent	x x	Parent
Paraprofessional	x x	Paraprofessional (Title I)
Paraprofessional	x x	Paraprofessional (Title I)
Non-classroom Professional	Ya'shika Fuselier	Librarian
Campus Instructional Specialist	x x	Other School Leader (Title I)
AP	x x	Other School Leader (Title I)
Counselor	x x	Specialized Instructional Support (Title I)
District-level Professional	Amy Gonzales	Auxiliary HR Specialist