

# **Killeen Independent School District**

## **Haynes Elementary School**

**2023-2024**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Haynes' enrollment for the 2022-2023 school year was 797 students with four PreK classes, six kindergarten classes, six first grade classes, six second grade classes, six third grade classes, six fourth grade classes and five fifth grade classes. Our average class size was 20 which meets the 1:22 state standard. Most of the students who attended Haynes Elementary School lived in neighborhoods geographically near the school and represented different socio-economic, educational, and cultural backgrounds. Student demographics included approximately 79 PreKindergarteners, 120 Kindergarteners, 126 1st graders, 120 2nd graders, 116 3rd graders, 127 4th graders, and 108 5th graders. Our student population consisted of 59.22% economically disadvantaged. Based on the most recent Texas Academic Performance Report (TAPR) from the 2021-2022 school year, the mobility rate was 23% and 36% of our students were military-connected. Haynes will have a special program, Behavior Management Unit (BMU) for students with special behavioral needs during the 2022-2023 school year.

### Student Population Demographics

<b>Hispanic</b>	<b>230</b>	<b>28.86%</b>
Indian	4	0.50%
Asian	31	3.89%
African American	316	39.65%
Pacific Islander	17	2.13%
White	102	12.80%
Two or More Races	97	12.17%
Male	375	47.05%
Female	422	52.95%
Special Education	137	17.19%
Speech	75	9.41%
Dyslexia	84	10.54%
504	81	10.16%
At-Risk	330	41.41%
Limited English Proficiency (EL)	49	6.15%

**Staff for the 2023-2024 school year:**

	<b>2023-2024 Haynes Staff</b>
Administration	1 Principal, 2 Assistant Principals, 2 Campus Instructional Specialists, 1 Campus Facilitator, 1 Campus Technologist
Counselors	2 Campus Counselors, 1 Social-Emotional Learning Specialist
Communities in Schools	1 Social Workers
MFLC (Military & Family Life)	1 Behavioral Health Counselor
Library	1 Librarian (vacancy), 1 Library Aide
Intervention	1 Title I Intervention Teacher, 1 At-Risk Intervention Teacher
Title 1 Aides	4.0 aides for instructional/intervention support
Music	1 Teacher
PE	3.5 Teachers
Special Education	3 SPED Resource/Inclusion Teachers, 3 SPED Aides, 2 Behavior Management Unit, 4 BMU Aides
Dyslexia	2.5 Teachers
ELL	1.5 Teachers, 1 Aide
PreK	4 Teachers, 2 Aides
KG	5 Teachers, 2 Aides
1 <sup>st</sup> Grade	6 Teachers
2 <sup>nd</sup> Grade	6 Teachers

3 <sup>rd</sup> Grade	6 Teachers
4 <sup>th</sup> Grade	6 Teachers
5 <sup>th</sup> Grade	5 Teachers

One hundred percent of teachers meet Texas Education Agency certification requirements and Instructional Aides have a minimum of two years of college work in order to provide instructional support to our students.

### Discipline Summary:

For the 22-23 school year, there were 383 office referrals for multiple reasons. Of those office referrals, 18% were repeat offenders. There were 150 fewer office referrals during the 22-23 school year than the previous school year.

During the 21-22 school year, there were 533 office referrals. 132 office referrals were for assault, 131 for disruptions, 31 were for defiance and 120 were for other serious violations.

Campus wide implementation of Restorative Practices will continue for the 2023-2024 school year. Staff will implement strategies from Restorative Practices to build positive relationships with students, teach social expectations in a school setting, and how to self-regulate their behavior and emotions.

### Demographics Strengths

#### Demographic Strengths:

1. Our student population is diverse between ethnicity, military, and special population groups which brings a rich culture to our learning environment.
2. Haynes is fortunate to have additional support staff on campus to provide extra instructional and social/emotional support to meet the needs of students with two Campus Instructional Specialists, two Intervention Teachers, two Campus Counselors, one Social Emotional Learning Specialist, one Communities in Schools Social Workers and one MFLC counselor.
3. Teachers are provided ongoing instructional support through modeling, coaching, and professional development offered on campus as well as a strong mentoring program to support new teachers.
4. New teachers are assigned a mentor/buddy teacher for additional support, learn the resources, help develop rigorous lessons and get ongoing support from the leadership team and the Campus Instructional Specialist.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Students continue to have significant social-emotional and behavioral needs which resulted in 383 discipline referrals with 18% being repeat offenders during the 2022- 23 school year. **Root Cause:** Staff needs additional support with implementing Restorative Practices, teaching social emotional regulation skills, and effective classroom management.

# Student Learning

## Student Learning Summary

Haynes Elementary School earned a "B" accountability rating from the state in the 2022-23 school year based on the 2021-2022 STAAR scores.

### 2023 STAAR Data:

READING STAAR	Approaches	Meets	Masters
Haynes 3 <sup>rd</sup> Grade	81.74	60.00	29.57
District 3 <sup>rd</sup> Grade	75.0	44.94	14.95
Haynes 4 <sup>th</sup> Grade	80.47	42.19	12.50
District 4 <sup>th</sup> Grade	78.02	42.36	16.1
Haynes 5 <sup>th</sup> Grade	84.26	50.93	19.44
District 5 <sup>th</sup> Grade	79.84	51.27	21.73

READING STAAR	Approaches	Meets
3 <sup>rd</sup> Grade ALL	81.74	60
3 <sup>rd</sup> Grade	81.25	59.38
Economically Disadvantaged		
3 <sup>rd</sup> Grade	66.67	50.00
Emergent Bilingual		
3 <sup>rd</sup> Grade	41.67	20.83
SPED		

<b>READING STAAR</b>	<b>Approaches</b>	<b>Meets</b>
<b>4<sup>th</sup> Grade ALL</b>	78.81	41.53
<b>4<sup>th</sup> Grade</b>	70.13	36.36
<b>Economically Disadvantaged</b>		
<b>4<sup>th</sup> Grade</b>	60.00	40.00
<b>Emergent Bilingual</b>		
<b>4<sup>th</sup> Grade</b>	47.06	11.76
<b>SPED</b>		

<b>READING STAAR</b>	<b>Approaches</b>	<b>Meets</b>
<b>5<sup>th</sup> Grade ALL</b>	84.26	50.93
<b>5<sup>th</sup> Grade</b>	80.70	42.11
<b>Economically Disadvantaged</b>		
<b>5<sup>th</sup> Grade</b>	93.33	40
<b>Emergent Bilingual</b>		
<b>5<sup>th</sup> Grade</b>	62.50	8.33
<b>SPED</b>		

<b>MATH STAAR</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Haynes 3<sup>rd</sup> Grade</b>	69.30	35.96	11.40
<b>District 3<sup>rd</sup> Grade</b>	70.45	37.65	14.23

<b>MATH STAAR</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Haynes 4<sup>th</sup> Grade</b>	66.41	42.97	15.62
<b>District 4<sup>th</sup> Grade</b>	63.34	37.37	15.35
<b>Haynes 5<sup>th</sup> Grade</b>	75.93	29.93	9.26
<b>District 5<sup>th</sup> Grade</b>	75.94	42.37	14.45

<b>MATH STAAR</b>	<b>Approaches</b>	<b>Meets</b>
<b>3<sup>rd</sup> Grade ALL</b>	69.3	35.96
<b>3<sup>rd</sup> Grade</b>	65.62	31.25
<b>Economically Disadvantaged</b>		
<b>3<sup>rd</sup> Grade</b>	33.33	33.33
<b>Emergent Bilingual</b>		
<b>3<sup>rd</sup> Grade</b>	45.83	25.00
<b>SPED</b>		

<b>MATH STAAR</b>	<b>Approaches</b>	<b>Meets</b>
<b>4<sup>th</sup> Grade ALL</b>	65.25	43.22
<b>4<sup>th</sup> Grade</b>	59.74	38.96
<b>Economically Disadvantaged</b>		
<b>4<sup>th</sup> Grade</b>	80	50
<b>Emergent Bilingual</b>		

<b>MATH STAAR</b>	<b>Approaches</b>	<b>Meets</b>
<b>4<sup>th</sup> Grade</b>	41.18	17.65
<b>SPED</b>		

<b>MATH STAAR</b>	<b>Approaches</b>	<b>Meets</b>
<b>5<sup>th</sup> Grade ALL</b>	75.93	29.63
<b>5<sup>th</sup> Grade</b>	77.19	22.81
<b>Economically Disadvantaged</b>		
<b>5<sup>th</sup> Grade</b>	80.00	26.67
<b>Emergent Bilingual</b>		
<b>5<sup>th</sup> Grade</b>	45.83	4.17
<b>SPED</b>		

<b>SCIENCE STAAR</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Haynes 5<sup>th</sup> Grade</b>	68.52	24.07	7.41
<b>District 5<sup>th</sup> Grade</b>	56.99	24.08	8.1

<b>SCIENCE STAAR</b>	<b>Approaches</b>	<b>Meets</b>
<b>5<sup>th</sup> Grade ALL</b>	68.52	24.07
<b>5<sup>th</sup> Grade</b>	59.65	17.54
<b>Economically Disadvantaged</b>		
<b>5<sup>th</sup> Grade</b>	73.33	20
<b>Emergent Bilingual</b>		

SCIENCE STAAR	Approaches	Meets
5 <sup>th</sup> Grade SPED	37.50	4.17

**PreK Circle Data: 2023**

CIRCLE DATA – PreK

End of Year	Math	Rapid Letter Naming	Rapid Vocabulary	Phonological Awareness	Early Writing Skills	Social Emotional Behaviors
Haynes PreK	87%	76%	69%	71%	76%	87%
District	86%	81%	75%	79%	*	*

**Math Strengths:** Number Discrimination 93%, Shape Discrimination 88%, Counting sets 86%

**Math Areas for Growth:** Operations 50%, Rote Counting 78%, Shape Naming 79%, Number naming 79%

**Additional Strengths:** Social Emotional Behaviors 87%,

**Additional Areas for Growth:** Alliteration 42%, Syllabication 61%, Rhyming 61%

**MAP Data: 2023**

<b>READING MAP</b>	<b>BOY</b>	<b>EOY</b>	<b>% at or above Grade Level Mean (BOY)</b>	<b>% at or above Grade Level Mean (EOY)</b>	<b>% of Students who MET their Growth Projection (EOY)</b>
KG	<b>137.2</b> District Mean 138.6 Grade-level Mean <u>136.6</u>	151.7 District Mean 152.7 Grade-level Mean 153.1	44%	53%	46%
1 <sup>st</sup> Grade	154 District Mean 154.1 Grade-level Mean 155.9	<b>167.6</b> District Mean <u>167.3</u> Grade-level Mean 171.4	51%	53%	44%
2 <sup>nd</sup> Grade	<b>175.9</b> District Mean 170.2 Grade-level Mean 172.3	<b>190.6</b> District Mean 185.6 Grade-level Mean 185.6	61%	67%	59%
3 <sup>rd</sup> Grade	<b>189.6</b> District Mean 186 Grade-level Mean 186.6	<b>199.5</b> District Mean 196.6 Grade-level Mean 197.1	60%	60%	56%
4 <sup>th</sup> Grade	<b>197.8</b> District Mean 196.8 Grade-level Mean 196.7	<b>207.3</b> District Mean 205 Grade-level Mean 204.8	59%	63%	61%
5 <sup>th</sup> Grade	<b>205.6</b> District Mean 204.7 Grade-level Mean 204.5	<b>211.7</b> District Mean 210.8 Grade-level Mean 211	60%	60%	59%

MATH MAP	BOY	EOY	% at or above Grade Level Mean (BOY)	% at or above Grade Level Mean (EOY)	% of Students who MET their Growth Projection (EOY)
KG	137.9 District Mean 141.2 Grade-level Mean 139.6	<b>157.1</b> District Mean 157.7 Grade-level Mean <u>157.1</u>	35%	53%	55%
1 <sup>st</sup> Grade	157.9 District Mean 158.3 Grade-level Mean 160.0	<b>174.9</b> District Mean <u>173.9</u> Grade-level Mean 176.4	50%	56%	55%
2 <sup>nd</sup> Grade	<b>174.5</b> District Mean <u>171.5</u> Grade-level Mean 175	<b>190.8</b> District Mean 186.9 Grade-level Mean 189.4	68%	70%	69%
3 <sup>rd</sup> Grade	<b>187.3</b> District Mean <u>186</u> Grade-level Mean 188.5	<b>202</b> District Mean 200.2 Grade-level Mean 201.1	61%	61%	71%
4 <sup>th</sup> Grade	<b>199.7</b> District Mean 198.7 Grade-level Mean 199.5	<b>211.6</b> District Mean 209.4 Grade-level Mean 210.5	52%	63%	60%
5 <sup>th</sup> Grade	<b>209.4</b> District Mean 208.7 Grade-level Mean 209.1	215.1 District Mean 216.2 Grade-level Mean 218.7	59%	50%	31%

### Student Learning Strengths

Data analysis identified the following strengths:

There were 55% or more of students in kindergarten through fourth grades who met their projected MAP Growth Goal in Math.

There were 55% or more of students in second through fifth grades who met their projected MAP Growth Goal in Reading.

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

**Problem Statement 1:** The percentage of 3rd - 5th grade students in Special Education who achieved the Approaches Grade Level Standard in Reading and Math is below the All Student group (STAAR Reading - SPED: 3rd - 47.62%, 4th - 47.06%, 5th- 60%; STAAR Math - SPED: 3rd - 26.67%, 4th - 29.41%, 5th - 26.67%). **Root Cause:** Teachers need to expose students to more rigorous, complex problems and texts that require students to think and communicate digitally on higher levels in complete sentences.

**Problem Statement 2:** The percentage of 3rd - 5th grade Economically Disadvantage students who achieved the Approaches Grade Level Standard in Math and Reading is below the All Student group (Reading STAAR: 3rd - 71.05%%, 4th-76.6%, 5th-77.42%; Math STAAR: 3rd -61.84%, 4th - 53.19%, 5th - 52.23%). **Root Cause:** Teachers need to build academic vocabulary and literacy and math concepts across the content areas.

**Problem Statement 3:** Haynes' EOY Reading average RIT score on MAP is below the national average for students in KG and first grade. **Root Cause:** More explicit, targeted phonics and comprehension instruction is needed for students across varying subjects and with various genres.

**Problem Statement 4:** Haynes has less than 43% of students at the Meets level on Math STAAR in 3rd, 4th, and 5th grade. Haynes is below the national average RIT score on Math MAP in kindergarten, first, and 5th grade. **Root Cause:** Teachers struggle to teach problem solving skills that result in students becoming problem solvers and able to think on more complex levels when solving multiple step word problems.

**Problem Statement 5:** Less than 20% of 5th grade students achieved at the Meets grade level standard on Science STAAR. **Root Cause:** Teachers need to build a strong scientific understanding through hand-on experiences.

**Problem Statement 6:** Emergent bilingual students scored below the All Student group in Meets grade level standard for 3rd and 4th grade Reading STAAR. **Root Cause:** Additional instruction to build academic vocabulary, comprehension and oral & written communication is needed to address the individual needs of EB students.

**Problem Statement 7:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Due to the pacing of the academic calendar, students need additional time to practice and master skills taught during the regular instructional day.

**Problem Statement 8:** More than 35% of our GT students failed to meet their MAP growth goals in reading, math or science. **Root Cause:** Teachers struggle to provide differentiation and enrichment opportunities for GT students in the classroom across multiple subject areas.

**Problem Statement 9:** Analysis of student writing samples indicates that students are not skilled digital communicators as needed for the constructed responses on the online STAAR assessments that require proficiency in keyboarding skills. **Root Cause:** Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms.

# School Processes & Programs

## School Processes & Programs Summary

Haynes provides students a safe and positive environment to learn and grow academically, behaviorally, and socially. Our school follows the expectations in the Student Code of Conduct as well as in our student handbook. Haynes implements Restorative Practices to strengthen positive relationships, build social connections and teach self-regulation and conflict resolution strategies. Haynes has several incentive programs to celebrate our students, including character traits by the counselors, academic awards, a campus-wide incentive program to celebrate positive behavior choices such as Way to Go Wednesdays the Happy Hornets Club, and brag tags, as well as a Golden Pencil award to celebrate academic perseverance and grit.

Haynes is a Title I campus that receives Title I funding to support the campus' instructional needs. Teachers work collaboratively in Professional Learning Community (PLC) meetings weekly to discuss research-based instructional strategies, review and analyze data, and determine intervention groups and plans. Teachers use a variety of best practices to engage students in quality, rigorous instruction through the use of TEKS Resource System (TRS). The Gradual Release of Responsibility (GRR) model has been implemented within all subjects for instruction. Teachers plan lessons including all four phases of GRR to ensure students receive support and modeling during instruction, have opportunities for student discourse through accountable talk and collaborate with their peers before being released to practice on an independent task. Students in grades 2-5 complete Common Unit Assessments (CUA) for math and reading. Students in grades 3-5 completes CUAs in science. Teachers analyze the CUA data to benefit from collective teacher efficacy, guide instructional practices, and determine plans for spiraling concepts and addressing areas for improvement through interventions. Teachers differentiate to address the instructional needs of each student and ensure that all students are supported and needs are addressed in programs such as ELL, SPED, speech, 504, Dyslexia, and GT. An Intervention block is incorporated for each grade level daily to address students' needs in math and reading and provide targeted instruction for students in Tier II and Tier III of Response to Intervention (RtI). Students will participate in Lone Star Math (2-5), ST Math and iStation programs during intervention time and throughout the school day to address specific math and reading needs of students in grades KG – 5<sup>th</sup>. Next year the campus will implement a keyboarding program to address the need for students to develop typing skills due to online state testing.

With two full time Campus Instructional Specialists, Haynes' admin team supports teachers with instructional strategies, modeling and coaching. Feedback is provided to teachers through walk throughs, coaching walks, and PLCs. As instructional or behavioral needs are identified campus wide, by grade level, or by individual teacher, a plan is developed to support the teacher(s) by providing in-class coaching and modeling and professional development during PLC or after school to address the need(s). The leadership team focuses on growth and building teacher capacity through strong, positive relationships with staff, continual support and professional development on campus. Haynes' two counselors and one social emotional learning specialist provide daily support to teachers and students to address the social/emotional and behavioral needs of students. The counselors provide whole class, small group and individual support to teach social, emotional, and self-regulation skills to students. The counselors are administering the behavior RtI program on campus. Haynes has also been designated as a No Place For Hate campus for the 2023-24 school year due to the counselors' targeted lessons to unite the school community by embracing diversity and anti-bullying. Haynes also has a Military Family Life counselor (MFLC) on campus to assist dependents of active-duty military members and one Communities in Schools social worker to provide additional support for students.

Close ongoing communication with parents is priority as we work together through a partnership with students and families to provide the best education for our students at Haynes. A fall Open House/ parent conference night is required to inform parents of their child's academic progress. Parents are contacted regularly to discuss academic and behavioral concerns as well as share areas of positive growth and improvement. A monthly school S'mores newsletter is emailed to all parents/guardians. Teachers communicate with parents in a variety of ways: emails, phone calls, teacher conferences, notes home, report cards, progress reports, the school website, newsletters, and other technology applications. Parents are invited to participate in parent involvement activities, conferences, and trainings.

## School Processes & Programs Strengths

Data analysis revealed the following strengths:

1. On-going support is provided to staff through a variety of avenues to grow teachers and build teacher capacity.
2. PLC time promotes the collaboration of teachers, discussion of research-based instructional strategies and builds teacher efficacy.
3. School counselors provide regularly scheduled lessons on bullying prevention, conflict resolution, self-regulation strategies, and other social skills.
4. Ongoing professional development is provided on campus to address the instructional needs of teachers (as a campus, by grade level and individually) and to provide training for the effective implementation of instructional resources.
5. Haynes is a designated *No Place For Hate* campus.
6. Restorative Practices and Behavior Rtl have resulted in a decrease in 150 office referrals in the previous school year, 2022-2023.

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

**Problem Statement 1:** The social-emotional and behavioral issues of students continue to negatively impact their overall success in school. **Root Cause:** Teachers need additional support and resources to address the challenging social, emotional and behavioral needs of students.

**Problem Statement 2:** Teachers need to collaborate in the analysis of data more frequently and use the results of that analysis to adjust instructional practices. **Root Cause:** Grade level PLC time is focused on planning upcoming units without considering the instructional needs highlighted in the data from previous unit.

# Perceptions

## Perceptions Summary

### Perceptions Summary

At Haynes Elementary, we believe that creating a positive and trusting relationship with our parents is an important component to our students' success. We notify our parents of any new events and updates. In addition, our parents are notified through our mass communication system in case of any alerts that parents must receive immediately. Teachers communicate with parents on a regular basis. The school communicates weekly through student Tuesday folders that include graded papers, school and district information and upcoming events. Teachers hold parent conferences in conjunction with our fall and spring Open House events. We celebrated the successes of our students by conducting award ceremonies, honoring students for character traits, Way to Go Wednesday awards, and Golden Pencil awards. A PreK, Kindergarten and fifth grade celebration is held at the end of the year. One of the wonderful resources of living in a military community is the active involvement of the troops in our students' lives. Our Adopt-A-School unit, 1-62 ADA 69th ADA Brigade, has assisted with activities on campus. Our social emotional learning specialist will hold monthly early literacy club meetings called the Little Hornets. Our Military Family Life Counselor also meets weekly with students whose parents are deployed. Economically disadvantaged students and families are also serviced by our Communities in School social worker

The continuation of the implementation of Restorative Practices on campus strives to build stronger relationships with students and staff and amongst their peers. Our counselors provide classes on social and emotional issues. Professional development is provided to teachers to address the varied needs of students and reduce the loss of instructional time. Additional support is provided to teachers through PLC and with discussion of a color-coded campus-wide School Discipline Chart that is used to determine the appropriate steps to address misbehavior. Continued Restorative Practices PD will be provided to all staff during the 2023-2024 school year.

Parent surveys sent in the spring of 2023 reveal 86% parents who responded feel that Haynes effectively communicates with families. The survey also showed the 78% of responders felt comfortable reaching out to Haynes for support. 85% of families who responded felt that their child's teacher kept them informed of their student's progress. When asked if these families would recommend Haynes to others, 71% would do so.

Rounding conversations with staff revealed that teachers feel very supported and that they have the needed resources to do their jobs well. Teachers also shared that the campus has a culture of positivity.

At Haynes, the school climate is the heart, soul and essence of the school that draws teachers and students in and makes school a positive, welcoming place to be. Our campus has a high standard for both academics and behavior. The leadership team works hard to make staff and teachers feel valued and supported. Instructional time is protected and there's a sense of urgency in classrooms. Our students deserve the best education provided by teachers with a passion for teaching and a love for learning.

## Perceptions Strengths

Data analysis reveals the following strengths:

- Staff members have an excellent working relationship with our parents and strive to maintain open, supportive communication.
- Parents with three year olds have the opportunity to participate in our early literacy program.
- Communities in Schools, HARP, our Adopt a Unit partnership, and MFLC are entities that provide additional levels of support for our students.
- High levels of support are provided for teachers and staff to address academic and behavioral needs on campus.
- Haynes Elementary has 100% compliance in conducting all safety drills mandated by the district and passed the TEA Intruder Detection Audit.

- Our adopt a unit won numerous awards from Fort Cavazos for the large number of hours they volunteered on campus.
- The culture on our campus is positive and supportive.

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

**Problem Statement 1:** Despite having differentiated parent outreach activities, participation by parents was minimal; Aside from Open House/parent-teacher conferences, the highest level of parent participation is at celebratory events (such as performances and award ceremonies) as opposed to informative, instructional and academic events. **Root Cause:** Without multiple varied types of communications and notifications from the campus and individual teachers, families are less likely to attend events offered.

# 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 the 2023-2024 school year there will be a 10% increase in scores on STAAR Reading with written responses and 70% of students will meet their MAP Reading Growth Goal.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, MAP

## Strategy 1 Details

**Strategy 1:** Teachers will use web-based programs, including iStation, and additional print-based resources to spiral review skills and improve reading comprehension. (Targeted Support for all students to include 2 or more races and SPED population subgroups)

**Strategy's Expected Result/Impact:** Improved Reading Scores

**Staff Responsible for Monitoring:** Teachers

CISs

APs

Principal

**TEA Priorities:**

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

**- ESF Levers:**

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

**- Targeted Support Strategy**

**Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 2

**Funding Sources:** Reading Materials for improving student comprehension - 211 - ESEA, Title I Part A - 211.11.6329.00.138.30.000 - \$1,500, Instructional Materials to support spiral review in reading in grades 1-5 - 211 - ESEA, Title I Part A - 211.11.6399.00.138.30.000 - \$7,200, Headphones for Use with On-Line Reading Programs to include iStation - 211 - ESEA, Title I Part A - 211.11.6399.00.138.30.000 - \$6,500

### Strategy 2 Details

**Strategy 2:** An Interventionist will provide targeted support for struggling students during intervention time to increase student success. (Targeted Support for all students to include 2 or more race and SPED subgroups)

**Strategy's Expected Result/Impact:** Improved reading scores

**Staff Responsible for Monitoring:** Principal

APs

CISs

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

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

**Funding Sources:** Reading Interventionist - 166 - State Comp Ed - 166.11.6119.00.138.30.AR0 - \$74,450, At-Risk Reading Intervention Resources such as spiral review of standards - 166 - State Comp Ed - 166.11.6399.00.138.30.AR0 - \$1,600

### Strategy 3 Details

**Strategy 3:** Instructional assistants will assist teachers with implementing instructional strategies to ensure student success. They will work with students in a small group setting for reading support under the direct supervision of a classroom teacher. (Targeted Support for all students to include 2 or more races and SPED subgroups)

**Strategy's Expected Result/Impact:** Improve reading scores

**Staff Responsible for Monitoring:** Principal

APs

CISs

Teachers

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 3

**Funding Sources:** Salaries-Instructional Assistants - 211 - ESEA, Title I Part A - 211.11.6129.00.138.30.000 - \$111,070

### Strategy 4 Details

**Strategy 4:** During PLC meetings teachers will collaboratively plan using district provided resources and identify students in need of additional support in reading through collaborative completion of the CUA Data Protocol Form.

**Strategy's Expected Result/Impact:** Improved Reading Scores

**Staff Responsible for Monitoring:** Principal

APs

CISs

Teachers

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

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

### Strategy 5 Details

**Strategy 5:** ELL teachers will focus on phonics instruction, vocabulary and small group reading and writing during ELL instruction both in small group and through the use of technology for online interventions and supports.

**Strategy's Expected Result/Impact:** Improved Reading and TELPAS performance

**Staff Responsible for Monitoring:** Principal

APs

CISs

ESL teachers

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 6

**Funding Sources:** Supplies to support language and vocabulary development for EB students. - 165/ES0 - ELL - 165.11.6399.00.138.25.ES0 - \$100, iPads for EB student use to support language development - 165/ES0 - ELL - 165.11.6398.00.138.25.ES0 - \$1,140, Cases for iPads for EB student use - 165/ES0 - ELL - 165.11.6399.00.138.25.ES0 - \$500, AppleCare for iPads for EB student use - 165/ES0 - ELL - 165.11.6398.00.138.25.ES0 - \$150

### Strategy 6 Details

**Strategy 6:** Incorporate artistic expression experiences and field based instruction to provide rich hands-on experiences that deepen understanding of TEKS that cannot be easily replicated within the classroom so students can apply their learning on research projects and TPSP.

**Strategy's Expected Result/Impact:** Improve Reading STAAR scores

**Staff Responsible for Monitoring:** Admin

CIS

GT Teachers

Librarian

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 8

**Funding Sources:** Field-based Instruction - 177 - Gifted/Talented - 177.11.6494.00.138.21.000 - \$2,000, Art and Science Instructional Materials - 177 - Gifted/Talented - 177.11.6399.00.138.21.000 - \$1,300

### Strategy 7 Details

**Strategy 7:** Teachers will include Balanced Literacy components including small group reading in their plans for reading instruction. Teachers will utilize weekly Comprehension Toolkit lessons, F&P Interactive Read Alouds, F&P Shared Reading (PK-3rd) Resources, and Benchmark Phonics to improve reading comprehension .

**Strategy's Expected Result/Impact:** Improved Reading Scores

**Staff Responsible for Monitoring:** Teachers

CISs

APs

Principal

**TEA Priorities:**

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

- **ESF Levers:**

Lever 5: Effective Instruction

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

**Funding Sources:** Instructional materials to include; Chart paper, dry erase markers, writing response journals, - 211 - ESEA, Title I Part A - 211.11.6399.00.138.30.000 - \$3,780

### Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Students continue to have significant social-emotional and behavioral needs which resulted in 383 discipline referrals with 18% being repeat offenders during the 2022- 23 school year. **Root Cause:** Staff needs additional support with implementing Restorative Practices, teaching social emotional regulation skills, and effective classroom management.

## Student Learning

**Problem Statement 1:** The percentage of 3rd - 5th grade students in Special Education who achieved the Approaches Grade Level Standard in Reading and Math is below the All Student group (STAAR Reading - SPED: 3rd - 47.62%, 4th - 47.06%, 5th- 60%; STAAR Math - SPED: 3rd - 26.67%, 4th - 29.41%, 5th - 26.67%). **Root Cause:** Teachers need to expose students to more rigorous, complex problems and texts that require students to think and communicate digitally on higher levels in complete sentences.

**Problem Statement 2:** The percentage of 3rd - 5th grade Economically Disadvantage students who achieved the Approaches Grade Level Standard in Math and Reading is below the All Student group (Reading STAAR: 3rd - 71.05%%, 4th-76.6%, 5th-77.42%; Math STAAR: 3rd -61.84%, 4th - 53.19%, 5th - 52.23%). **Root Cause:** Teachers need to build academic vocabulary and literacy and math concepts across the content areas.

**Problem Statement 3:** Haynes' EOY Reading average RIT score on MAP is below the national average for students in KG and first grade. **Root Cause:** More explicit, targeted phonics and comprehension instruction is needed for students across varying subjects and with various genres.

**Problem Statement 4:** Haynes has less than 43% of students at the Meets level on Math STAAR in 3rd, 4th, and 5th grade. Haynes is below the national average RIT score on Math MAP in kindergarten, first, and 5th grade. **Root Cause:** Teachers struggle to teach problem solving skills that result in students becoming problem solvers and able to think on more complex levels when solving multiple step word problems.

**Problem Statement 6:** Emergent bilingual students scored below the All Student group in Meets grade level standard for 3rd and 4th grade Reading STAAR. **Root Cause:** Additional instruction to build academic vocabulary, comprehension and oral & written communication is needed to address the individual needs of EB students.

**Problem Statement 8:** More than 35% of our GT students failed to meet their MAP growth goals in reading, math or science. **Root Cause:** Teachers struggle to provide differentiation and enrichment opportunities for GT students in the classroom across multiple subject areas.

## School Processes & Programs

**Problem Statement 2:** Teachers need to collaborate in the analysis of data more frequently and use the results of that analysis to adjust instructional practices. **Root Cause:** Grade level PLC time is focused on planning upcoming units without considering the instructional needs highlighted in the data from previous unit.

**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 there will be a 10% increase in scores on STAAR Math and 70% of students will meet their MAP Math Growth Goal.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, MAP

**Strategy 1 Details**

**Strategy 1:** Instructional assistants will assist teachers with implementing instructional strategies to ensure student success. They will work with students in a small group setting for math support to provide hands-on learning under the direct supervision of a classroom teacher. (Targeted Support for all students to include 2 or more races and SPED subgroups)

**Strategy's Expected Result/Impact:** Improve Math Scores

**Staff Responsible for Monitoring:** Principal

APs

CISs

Teachers

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**

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

### Strategy 2 Details

**Strategy 2:** An Interventionist will provide targeted support for struggling students to increase student success. (Targeted Support for all students to include 2 or more races and SPED subgroups)

**Strategy's Expected Result/Impact:** Improve Math Scores

**Staff Responsible for Monitoring:** Principal

APs

CISs

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**

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

**Funding Sources:** At Risk Math Intervention resources such as spiral review of standards - 166 - State Comp Ed - 166.11.6399.00.138.30.AR0 - \$1,600

### Strategy 3 Details

**Strategy 3:** During PLC meetings teachers will collaboratively plan using district provided resources and identify students in need of additional support in math through collaborative completion of the CUA Data Protocol Form. (Targeted Support for all students to include 2 or more races and SPED subgroups)

**Strategy's Expected Result/Impact:** Improved Math Scores

**Staff Responsible for Monitoring:** Principal

APs

CISs

Teachers

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**

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

#### Strategy 4 Details

**Strategy 4:** Teachers will instruct using model drawing and research-based daily, problem solving to increase retention and mastery of math skills and process standards. Problem solving professional development will be held to support teachers in using math instructional strategies to deepen students' ability to analyze and solve word problems. Morning problem solving will be implemented campus-wide. (Targeted Support for all students to include 2 or more races and SPED subgroups)

**Strategy's Expected Result/Impact:** Improve Math Scores

**Staff Responsible for Monitoring:** Principal

APs

CISs

Teachers

**TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**

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

**Funding Sources:** Instructional Materials to Support Math Problem Solving and Model Drawing(to include Grade 1-5 workbooks, chart paper, dry erase markers) - 211 - ESEA, Title I Part A - 211.11.6399.00.138.30.000 - \$10,000, Online Instructional Materials to Support Math Problem Solving and Model Drawing - (To include Math Mark or similar resource ) - 211 - ESEA, Title I Part A - 211.11.6299.OL.138.30.000 - \$800

#### Strategy 5 Details

**Strategy 5:** Third grade, fourth grade, and fifth grade teachers will implement Guided Math strategies into their math block to increase math achievement on computation, fact fluency, and problem solving.

**Strategy's Expected Result/Impact:** Improve math scores

**Staff Responsible for Monitoring:** Principal

APs

CISs

Teachers

**TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

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

### Strategy 6 Details

**Strategy 6:** An after school learning academy will be established to provide tutoring an instructional support to struggling students and to those who need additional time to practice and master grade level skills.

**Strategy's Expected Result/Impact:** Improve math achievement and reduction in learning gaps

**Staff Responsible for Monitoring:** Principals, APs, CISs

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 7

**Funding Sources:** Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.138.30.000 - \$2,000, Instructional Supplies for After school tutoring to include paper, notebooks, chart paper, sticky notes, dry erase markers/boards - 211 - ESEA, Title I Part A - 211.11.6399.00.138.30.000 - \$9,500

### Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 1:** The percentage of 3rd - 5th grade students in Special Education who achieved the Approaches Grade Level Standard in Reading and Math is below the All Student group (STAAR Reading - SPED: 3rd - 47.62%, 4th - 47.06%, 5th- 60%; STAAR Math - SPED: 3rd - 26.67%, 4th - 29.41%, 5th - 26.67%). **Root Cause:** Teachers need to expose students to more rigorous, complex problems and texts that require students to think and communicate digitally on higher levels in complete sentences.

**Problem Statement 2:** The percentage of 3rd - 5th grade Economically Disadvantage students who achieved the Approaches Grade Level Standard in Math and Reading is below the All Student group (Reading STAAR: 3rd - 71.05%%, 4th-76.6%, 5th-77.42%; Math STAAR: 3rd -61.84%, 4th - 53.19%, 5th - 52.23%). **Root Cause:** Teachers need to build academic vocabulary and literacy and math concepts across the content areas.

**Problem Statement 4:** Haynes has less than 43% of students at the Meets level on Math STAAR in 3rd, 4th, and 5th grade. Haynes is below the national average RIT score on Math MAP in kindergarten, first, and 5th grade. **Root Cause:** Teachers struggle to teach problem solving skills that result in students becoming problem solvers and able to think on more complex levels when solving multiple step word problems.

**Problem Statement 7:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Due to the pacing of the academic calendar, students need additional time to practice and master skills taught during the regular instructional day.

#### School Processes & Programs

**Problem Statement 1:** The social-emotional and behavioral issues of students continue to negatively impact their overall success in school. **Root Cause:** Teachers need additional support and resources to address the challenging social, emotional and behavioral needs of students.

**Problem Statement 2:** Teachers need to collaborate in the analysis of data more frequently and use the results of that analysis to adjust instructional practices. **Root Cause:** Grade level PLC time is focused on planning upcoming units without considering the instructional needs highlighted in the data from previous unit.

**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 there will be a 10% increase in scores on STAAR Science and 70% of students will meet their MAP Science Growth Goal.

**Evaluation Data Sources:** STAAR, MAP

#### Strategy 1 Details

**Strategy 1:** Teachers will include hands-on science experiments and spiral review materials to transfer learning.

**Strategy's Expected Result/Impact:** Improve Science Scores

**Staff Responsible for Monitoring:** PK-5th grade teachers

Principal

APs

CIS

**TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

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

**Problem Statements:** Student Learning 5

**Funding Sources:** Supplies for hands-on science experiences and spiral review activities (to include grade 3-5 workbooks) - 211 - ESEA, Title I Part A - 211.11.6399.00.138.30.000 - \$2,800, Resources for Spiral Review of Science Concepts - 211 - ESEA, Title I Part A - 211.11.6399.00.138.30.000 - \$3,220

#### Strategy 2 Details

**Strategy 2:** Teachers will integrate science topics through the use of non-fiction texts with a focus on science academic vocabulary during reading lessons. Online resources will be used to engage students and review science concepts and science vocabulary.

**Strategy's Expected Result/Impact:** Improve Science Scores

**Staff Responsible for Monitoring:** Teachers

APs

Principal

CISs

**TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 5

**Funding Sources:** Science Weekly Print Subscription for 4th and 5th Grade - 211 - ESEA, Title I Part A - 211.11.6329.00.138.30.000 - \$3,000

### Strategy 3 Details

**Strategy 3:** Students will participate in field based instruction that emphasizes knowledge and skills that are difficult to replicate in the classroom setting. Field trips will provide real world experiences in relation to science concepts and may include locations such as museums, caverns, farms, parks, zoos, and planetarium.

**Strategy's Expected Result/Impact:** Increase science achievement

**Staff Responsible for Monitoring:** Admin

CISs

Teachers

**TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

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

**Funding Sources:** School buses for field-based experiences - 166 - State Comp Ed - 166.11.6494.00.138.30.AR0 - \$3,217

### Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 5:** Less than 20% of 5th grade students achieved at the Meets grade level standard on Science STAAR. **Root Cause:** Teachers need to build a strong scientific understanding through hand-on experiences.

#### School Processes & Programs

**Problem Statement 1:** The social-emotional and behavioral issues of students continue to negatively impact their overall success in school. **Root Cause:** Teachers need additional support and resources to address the challenging social, emotional and behavioral needs of students.

**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 2023- 2024 school year, 100% of teachers will participate in district or campus professional development sessions covering a variety of research-based strategies to build teacher capacity and increase student achievement in grades PreK-5.

**Evaluation Data Sources:** PLC Agendas, Sign in sheets and Professional Development data

**Strategy 1 Details**

**Strategy 1:** Staff will participate in math, reading, and restorative practices professional development on campus and in or out of the district to incorporate research-based strategies to meet the needs of all learners. (Targeted Support for all students to include white and 2 or more races subgroups) (Additional Targeted Support for the SPED population)

**Strategy's Expected Result/Impact:** Improve MAP and STAAR Performance

**Staff Responsible for Monitoring:** Teachers

CISs

APs

Principal

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 2: Strategic Staffing

**- Targeted Support Strategy**

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

**Funding Sources:** Professional Development for Teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.138.30.000 - \$6,700, Subs for teachers attending Title I PD - 211 - ESEA, Title I Part A - 211.11.6116.00.138.30.000 - \$1,000, Professional Development for Administrators - 211 - ESEA, Title I Part A - 211.23.6411.00.138.30.000 - \$2,000

### Strategy 2 Details

**Strategy 2:** Campus Instructional Specialist will ensure all teachers are provided with support , training, modeling and coaching that aligns with district initiatives and T-TESS goals.

**Strategy's Expected Result/Impact:** Improve MAP, Circle, and STAAR Performance

**Staff Responsible for Monitoring:** Principal  
APs

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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

**Funding Sources:** Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.138.30.000 - \$83,422

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Students continue to have significant social-emotional and behavioral needs which resulted in 383 discipline referrals with 18% being repeat offenders during the 2022- 23 school year. **Root Cause:** Staff needs additional support with implementing Restorative Practices, teaching social emotional regulation skills, and effective classroom management.

#### Student Learning

**Problem Statement 1:** The percentage of 3rd - 5th grade students in Special Education who achieved the Approaches Grade Level Standard in Reading and Math is below the All Student group (STAAR Reading - SPED: 3rd - 47.62%, 4th - 47.06%, 5th- 60%; STAAR Math - SPED: 3rd - 26.67%, 4th - 29.41%, 5th - 26.67%). **Root Cause:** Teachers need to expose students to more rigorous, complex problems and texts that require students to think and communicate digitally on higher levels in complete sentences.

**Problem Statement 2:** The percentage of 3rd - 5th grade Economically Disadvantage students who achieved the Approaches Grade Level Standard in Math and Reading is below the All Student group (Reading STAAR: 3rd - 71.05%%, 4th-76.6%, 5th-77.42%; Math STAAR: 3rd -61.84%, 4th - 53.19%, 5th - 52.23%). **Root Cause:** Teachers need to build academic vocabulary and literacy and math concepts across the content areas.

**Problem Statement 3:** Haynes' EOY Reading average RIT score on MAP is below the national average for students in KG and first grade. **Root Cause:** More explicit, targeted phonics and comprehension instruction is needed for students across varying subjects and with various genres.

**Problem Statement 4:** Haynes has less than 43% of students at the Meets level on Math STAAR in 3rd, 4th, and 5th grade. Haynes is below the national average RIT score on Math MAP in kindergarten, first, and 5th grade. **Root Cause:** Teachers struggle to teach problem solving skills that result in students becoming problem solvers and able to think on more complex levels when solving multiple step word problems.

**Problem Statement 5:** Less than 20% of 5th grade students achieved at the Meets grade level standard on Science STAAR. **Root Cause:** Teachers need to build a strong scientific understanding through hand-on experiences.

**Problem Statement 6:** Emergent bilingual students scored below the All Student group in Meets grade level standard for 3rd and 4th grade Reading STAAR. **Root Cause:** Additional instruction to build academic vocabulary, comprehension and oral & written communication is needed to address the individual needs of EB students.

## School Processes & Programs

**Problem Statement 1:** The social-emotional and behavioral issues of students continue to negatively impact their overall success in school. **Root Cause:** Teachers need additional support and resources to address the challenging social, emotional and behavioral needs of students.

**Problem Statement 2:** Teachers need to collaborate in the analysis of data more frequently and use the results of that analysis to adjust instructional practices. **Root Cause:** Grade level PLC time is focused on planning upcoming units without considering the instructional needs highlighted in the data from previous unit.

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

**Performance Objective 1:** Through family and community partnerships, by June 2024, 100% of parents will have participated in at least one school event.

**Evaluation Data Sources:** Family / Community event participation data

Strategy 1 Details
<p><b>Strategy 1:</b> Monthly parent newsletters will be emailed to inform parents of upcoming events and school news.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of parents will receive Haynes newsletter through the use of a common online communication app. Parent feedback and participation will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The counselor will work with staff, parents, and the community to support and strengthen relationships with the school to include recruiting and training parent volunteers, facilitating communication between the school and home, coordinating parenting classes, and teaching an early childhood literacy class (Little Hornets).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement in the learning of the child. Increased participation in school activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3, 6 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Snacks for Little Hornets classes - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.138.24.PAR - \$500</p>

### Strategy 3 Details

**Strategy 3:** The school will conduct family nights to promote family involvement. Teachers will attend and provide activities and strategies for the parents to support student learning. Parents will be made aware of events through flyers, e-mails, texts, campus website and Facebook notifications.

**Strategy's Expected Result/Impact:** Increased parental participation

**Staff Responsible for Monitoring:** Teachers

Counselors

CISs

APs

Principal

**ESF Levers:**

Lever 3: Positive School Culture

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

**Funding Sources:** Parenting Supplies for Family Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.138.24.PAR - \$1,592, Purchase light snacks for parents and students for family academic events. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.138.24.PAR - \$1,100

### Strategy 4 Details

**Strategy 4:** Parent teacher conferences will be held in the fall and spring semesters in conjunction with academic family events that will include information for parents to use at home to increase CIRCLE, STAAR, MAP and CUA achievement.

**Strategy's Expected Result/Impact:** Increased opportunity for parental involvement

**Staff Responsible for Monitoring:** Principal

APs

CISs

Teachers

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Student Learning 3, 4 - School Processes & Programs 1 - Perceptions 1

**Funding Sources:** Light Refreshments for Families at Academic Family Events and Conferences - 211 - ESEA, Title I Part A - 211.61.6499.00.138.30.000 - \$2,000

### Strategy 5 Details

**Strategy 5:** ELL teachers will offer sessions to parents of ELL students to provide them with ways they can assist their child at home with literacy skills. In an effort to make the classes accessible to more parents and families, classes will be provided both during and after school.

**Strategy's Expected Result/Impact:** Improved Reading Scores

**Staff Responsible for Monitoring:** ELL teachers

Administrators

CIS

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

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**Problem Statements:** Student Learning 6, 7

**Funding Sources:** Supplies for ELL parent meetings - 263 - ESEA, Title III Part A - 263.61.6399.LE.138.25.000 - \$205, Refreshments to increase ELL parent engagement - 263 - ESEA, Title III Part A - 263.61.6499.LE.138.25.000 - \$200

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Students continue to have significant social-emotional and behavioral needs which resulted in 383 discipline referrals with 18% being repeat offenders during the 2022- 23 school year. **Root Cause:** Staff needs additional support with implementing Restorative Practices, teaching social emotional regulation skills, and effective classroom management.

#### Student Learning

**Problem Statement 2:** The percentage of 3rd - 5th grade Economically Disadvantage students who achieved the Approaches Grade Level Standard in Math and Reading is below the All Student group (Reading STAAR: 3rd - 71.05%%, 4th-76.6%, 5th-77.42%; Math STAAR: 3rd -61.84%, 4th - 53.19%, 5th - 52.23%). **Root Cause:** Teachers need to build academic vocabulary and literacy and math concepts across the content areas.

**Problem Statement 3:** Haynes' EOY Reading average RIT score on MAP is below the national average for students in KG and first grade. **Root Cause:** More explicit, targeted phonics and comprehension instruction is needed for students across varying subjects and with various genres.

**Problem Statement 4:** Haynes has less than 43% of students at the Meets level on Math STAAR in 3rd, 4th, and 5th grade. Haynes is below the national average RIT score on Math MAP in kindergarten, first, and 5th grade. **Root Cause:** Teachers struggle to teach problem solving skills that result in students becoming problem solvers and able to think on more complex levels when solving multiple step word problems.

**Problem Statement 6:** Emergent bilingual students scored below the All Student group in Meets grade level standard for 3rd and 4th grade Reading STAAR. **Root Cause:** Additional instruction to build academic vocabulary, comprehension and oral & written communication is needed to address the individual needs of EB students.

**Problem Statement 7:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Due to the pacing of the academic calendar, students need additional time to practice and master skills taught during the regular instructional day.

#### School Processes & Programs

**Problem Statement 1:** The social-emotional and behavioral issues of students continue to negatively impact their overall success in school. **Root Cause:** Teachers need additional support and resources to address the challenging social, emotional and behavioral needs of students.

## Perceptions

**Problem Statement 1:** Despite having differentiated parent outreach activities, participation by parents was minimal; Aside from Open House/parent-teacher conferences, the highest level of parent participation is at celebratory events (such as performances and award ceremonies) as opposed to informative, instructional and academic events. **Root Cause:** Without multiple varied types of communications and notifications from the campus and individual teachers, families are less likely to attend events offered.

**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 providing a healthy, safe, secure, and orderly learning environment, we expect our referrals to decrease by 15%.

**Evaluation Data Sources:** Monthly/Yearly Discipline incident reports

Strategy 1 Details
<p><b>Strategy 1:</b> A campus culture that addresses behavior, social/emotional learning and relationships will be fostered through Restorative Practices and motivational speakers.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Teachers APs Principal Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Motivational Speaker to address social/emotional needs of students - 211 - ESEA, Title I Part A - 211.13.6499.00.138.30.000 - \$3,400</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Counselors will continue the No Place for Hate/Anti-Bullying program to support a school environment where all students feel valued and have the opportunity to succeed.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principal APs Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>

### Strategy 3 Details

**Strategy 3:** Counselors will teach calm down strategies to meet student social/emotional needs. The campus will provide calm down items and space to promote student self-regulation.

**Strategy's Expected Result/Impact:** Reduce the number of discipline referrals and the number of student safety protocols.

**Staff Responsible for Monitoring:** Principal

APs

Teachers

Counselors

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - School Processes & Programs 1

**Funding Sources:** Items for cool down area - 211 - ESEA, Title I Part A - 211.11.6399.00.138.30.000 - \$2,000

### Strategy 4 Details

**Strategy 4:** Monitor students with multiple discipline referrals to ensure an RtI, 504 and ARD behavior plan is implemented in a timely manner. Counselors will provide and document weekly support.

**Strategy's Expected Result/Impact:** Reduce number of discipline referrals and decrease the number of repeat offenders

**Staff Responsible for Monitoring:** Teachers

APs

Principal

Counselors

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Student Learning 1

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Students continue to have significant social-emotional and behavioral needs which resulted in 383 discipline referrals with 18% being repeat offenders during the 2022- 23 school year. **Root Cause:** Staff needs additional support with implementing Restorative Practices, teaching social emotional regulation skills, and effective classroom management.

#### Student Learning

**Problem Statement 1:** The percentage of 3rd - 5th grade students in Special Education who achieved the Approaches Grade Level Standard in Reading and Math is below the All Student group (STAAR Reading - SPED: 3rd - 47.62%, 4th - 47.06%, 5th- 60%; STAAR Math - SPED: 3rd - 26.67%, 4th - 29.41%, 5th - 26.67%). **Root Cause:** Teachers need to expose students to more rigorous, complex problems and texts that require students to think and communicate digitally on higher levels in complete sentences.

## School Processes & Programs

**Problem Statement 1:** The social-emotional and behavioral issues of students continue to negatively impact their overall success in school. **Root Cause:** Teachers need additional support and resources to address the challenging social, emotional and behavioral needs of students.

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

**Performance Objective 1:** Haynes will effectively manage resources and operations 100% of the time so learning time is maximized.

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

**Strategy 1 Details**

**Strategy 1:** Teachers will include the use of interactive white boards and ipads in their classroom math, ELAR, and science instruction to increase student knowledge and achievement. (Targeted Support for all students to include white and 2 or more races subgroups) (Additional Targeted Support for the SPED population)

**Strategy's Expected Result/Impact:** Increased achievement in math, reading, and science.

**Staff Responsible for Monitoring:** Teachers  
CTSS

**ESF Levers:**

Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

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

**Funding Sources:** iPads for student use - 211 - ESEA, Title I Part A - 211.11.6398.00.138.30.000 - \$10,908, iPad cases - 211 - ESEA, Title I Part A - 211.11.6399.00.138.30.000 - \$4,000, Charging Cart - 211 - ESEA, Title I Part A - 211.11.6394.00.138.30.000 - \$1,000

**Strategy 2 Details**

**Strategy 2:** Students will receive instruction and practice in keyboarding skills to increase their ability to effectively communicate their learning.

**Strategy's Expected Result/Impact:** Increase reading and math achievement

**Staff Responsible for Monitoring:** Principal  
APs  
CISs  
Teachers  
CTSS

**Problem Statements:** Student Learning 1, 2, 6, 9

**Funding Sources:** Online keyboarding program - 211 - ESEA, Title I Part A - 211.11.6299.OL.138.30.000 - \$1,500

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** The percentage of 3rd - 5th grade students in Special Education who achieved the Approaches Grade Level Standard in Reading and Math is below the All Student group (STAAR Reading - SPED: 3rd - 47.62%, 4th - 47.06%, 5th- 60%; STAAR Math - SPED: 3rd - 26.67%, 4th - 29.41%, 5th - 26.67%). **Root Cause:** Teachers need to expose students to more rigorous, complex problems and texts that require students to think and communicate digitally on higher levels in complete sentences.

## Student Learning

**Problem Statement 2:** The percentage of 3rd - 5th grade Economically Disadvantage students who achieved the Approaches Grade Level Standard in Math and Reading is below the All Student group (Reading STAAR: 3rd - 71.05%%, 4th-76.6%, 5th-77.42%; Math STAAR: 3rd -61.84%, 4th - 53.19%, 5th - 52.23%). **Root Cause:** Teachers need to build academic vocabulary and literacy and math concepts across the content areas.

**Problem Statement 3:** Haynes' EOY Reading average RIT score on MAP is below the national average for students in KG and first grade. **Root Cause:** More explicit, targeted phonics and comprehension instruction is needed for students across varying subjects and with various genres.

**Problem Statement 4:** Haynes has less than 43% of students at the Meets level on Math STAAR in 3rd, 4th, and 5th grade. Haynes is below the national average RIT score on Math MAP in kindergarten, first, and 5th grade. **Root Cause:** Teachers struggle to teach problem solving skills that result in students becoming problem solvers and able to think on more complex levels when solving multiple step word problems.

**Problem Statement 5:** Less than 20% of 5th grade students achieved at the Meets grade level standard on Science STAAR. **Root Cause:** Teachers need to build a strong scientific understanding through hand-on experiences.

**Problem Statement 6:** Emergent bilingual students scored below the All Student group in Meets grade level standard for 3rd and 4th grade Reading STAAR. **Root Cause:** Additional instruction to build academic vocabulary, comprehension and oral & written communication is needed to address the individual needs of EB students.

**Problem Statement 9:** Analysis of student writing samples indicates that students are not skilled digital communicators as needed for the constructed responses on the online STAAR assessments that require proficiency in keyboarding skills. **Root Cause:** Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms.

# 2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Alice Baumann	Principal
Classroom Teacher	Shayla Jackson	PK4 Teacher
Classroom Teacher	Angela Paraniaque	Kindergarten Teacher
Classroom Teacher	Kira Lontos	1st Grade Teacher
Classroom Teacher	Adrienne Lerma	2nd Grade Teacher
Classroom Teacher	Catherine Keene	3rd Grade Teacher
Classroom Teacher	Mariah Osborn	4th Grade Teacher
Classroom Teacher	Ciara Sanchez	5th Grade Teacher
Classroom Teacher	Leeann Brugh	SPED Teacher
Business Representative	Khaled Matahen	Business Representative
Community Representative	Jean Reese	Community Member
District-level Professional	Michelle Oswalt	District-Level Professional
Parent	Perry Dixon	Parent
Parent	Miracle Fagaata	Parent
Paraprofessional	Erika McAdams	Paraprofessional (Title I)
Paraprofessional	Nathalia Borges	Paraprofessional (Title I)
Non-classroom Professional	Jeff Hargroder	Other Appropriate Personnel (Title I)
CIS	Jennifer Kennison	Other School Leader (Title I)
Administrator	Melissa Murphy	Other School Leader (Title I)
Counselor	Jessica Hartman	Specialized Instructional Support (Title I)
CIS	Sondra Campbell	Other School Leader (Title 1)
Administrator	Patricia Chastain	Other School Leader (Title 1)
Classroom Teacher	Lindsey Gordon	Special Education Resource Teacher
Classroom Teacher	Susie Douglas	Physical Education Teacher
Classroom Teacher	Barbara Morris	Special Program - Dyslexia Teacher