Killeen Independent School District

District Improvement Plan

2024-2025

Value Statement

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Priority Problem Statements

Problem Statement 1: Campus culture does not consistently foster positive relationships resulting in increased discipline referrals and alternative education placements as well as lower attendance rates, impacting student experiences and achievement.

Root Cause 1: -Lack of relational capacity between students, staff, parents, and other stakeholders -Inconsistent discipline strategies -Lack of coaching for campus administrators on the importance of prioritizing relationships to positively impact the campus culture

Problem Statement 1 Areas: Student Success

Problem Statement 2: Inconsistencies in establishing expectations and maintaining safe learning environments contribute to high rates of absenteeism, disciplinary actions, academic success, and overall school climate.

Root Cause 2: -Lack of clear, consistent expectations for behavior and attendance -Limited support for addressing root causes of absenteeism and behavior issues -Inconsistent implementation of positive learning practices

Problem Statement 2 Areas: Student Success

Problem Statement 3: Students not engaged in school activities feel disconnected, leading to isolation, decreased motivation, and a lack of belonging, which negatively impacts their academic performance and behavior.

Root Cause 3: -Lack of awareness or interest -Competing priorities -Accessibility based on scheduling

Problem Statement 3 Areas: Student Success

Problem Statement 4: Student participation in Advanced Academics programs is stagnant or declining.

Root Cause 4: -Lack of awareness about the benefits of advanced courses -Perceived difficulty of the curriculum -Limited access to resources and support systems

Problem Statement 4 Areas: Student Success

Problem Statement 5: The workforce is underprepared to meet the needs of the local economy, particularly high wage, high skill and in-demand jobs.

Root Cause 5:
-Lack of student awareness of the valuable opportunities CTE programs offer -Limited intentional connections for students between education, employment, and long-term career goals -Lack of alignment between the student's program of study and career or college readiness goal

Problem Statement 5 Areas: Student Success

Problem Statement 6: Inconsistent curriculum alignment and delivery of instruction across grade levels in Reading Language Arts (RLA) classrooms.

Root Cause 6: -Lack of standardized resources to implement state standards -Varied interpretations of the rigor of grade level standards and instruction -Inconsistent integration of reading and writing across all content areas

Problem Statement 6 Areas: Student Success

Problem Statement 7: Inconsistent use of data to drive instruction and determine interventions.

Root Cause 7: -Traditional instructional methods fail to meet the diverse needs of learners -Lack of structured time for data discussions, insights or strategies -Limited insight into how to appropriately identify and address individual student needs

Problem Statement 7 Areas: Student Success

Problem Statement 8: Inconsistent curriculum alignment and delivery of instruction across grade levels in mathematics classrooms.

Root Cause 8: -Lack of foundational understanding of mathematical concepts -Lack of standardized resources to implement state standards -Varied interpretations of the rigor of grade level standards

Problem Statement 8 Areas: Student Success

Problem Statement 9: Inconsistent use of data to drive instruction and determine interventions.

Root Cause 9: -Traditional instructional methods fail to meet the diverse needs of learners -Lack of structured time for data discussions, insights or strategies -Limited insight into how to appropriately identify and address individual student needs

Problem Statement 9 Areas: Student Success

Problem Statement 10: The district lacks a monitoring system to track graduation and CCMR readiness indicators, limiting identification of at-risk students and hindering data-driven interventions to support graduation and readiness goals.

Root Cause 10: -Current systems are fragmented and fail to integrate critical metrics and CCMR indicators -Without real-time tracking, students may fall significantly behind before support is offered -Teachers and students lack access to unified data that can inform proactive planning and intervention

Problem Statement 10 Areas: Student Success

Problem Statement 11: Student participation and success in dual credit courses are driven by access challenges, insufficient preparation for rigorous coursework, and suboptimal retention and completion rates.

Root Cause 11: -Students are unprepared for dual credit coursework due to inadequate foundational skills (e.g., TSI readiness) -Several courses have higher withdrawal rates, indicating a possible need for targeted support and resources -Limited resource alignment between KISD and college partners restricts the ability to offer dual credit courses effectively across campuses

Problem Statement 11 Areas: Student Success

Problem Statement 12: The workforce is underprepared to meet the needs of the local economy, particularly high wage, high skill and in-demand jobs.

Root Cause 12: -Lack of student awareness of the valuable opportunities CTE programs offer -Limited intentional connections for students between education, employment, and long-term career goals -Lack of alignment between the student's program of study and career or college readiness goal

Problem Statement 12 Areas: Student Success

Problem Statement 13: A competitive market for attracting and retaining staff has necessitated Killeen ISD be a leader in compensation to fill exempt vacancies.

Root Cause 13: * Teacher turnover * Shrinking pool of certified applicants, including teachers, entering the workforce * Rising cost of living

Problem Statement 13 Areas: Human Capital

Problem Statement 14: A competitive market for attracting and retaining staff has necessitated Killeen ISD be a leader in compensation to fill non-exempt vacancies.

Root Cause 14: * Staff turnover * Shrinking pool of applicants entering the workforce * Rising cost of living and competitive pay

Problem Statement 14 Areas: Human Capital

Problem Statement 15: Current employee engagement with well-being services is low, as evidenced by underutilization of benefits programs and suboptimal attendance rates.

Root Cause 15: * Limited Awareness * Perceived Complexity and Accessibility * Cultural Stigma

Problem Statement 15 Areas: Human Capital

Problem Statement 16: The challenge to retain staff disrupts the educational environment and increases demands on recruitment efforts.

Root Cause 16: * Fewer students are graduating with traditional education degrees and teacher certification * The district is experiencing turnover due to factors like relocation and retirement * Teachers, nation-wide, express concerns with workload and demand on time

Problem Statement 16 Areas: Human Capital

Problem Statement 17: The district's reliance on uncertified teachers through the District of Innovation program has raised concerns regarding teacher retention and student performance.

Root Cause 17: * Uncertified teachers may lack the formal pedagogical training that supports long-term student success * Varying levels of teaching experience and preparation can lead to inconsistencies in instructional quality * Retaining uncertified teachers can be challenging, as they often face greater obstacles in the classroom

Problem Statement 17 Areas: Human Capital

Problem Statement 18: The district struggles to effectively staff campus special education teachers and paraprofessional positions.

Root Cause 18: * There is a shortage of qualified candidates with specialized training in special education, making it difficult to fill these critical roles * Current teacher development programs are not generating sufficient candidates for state-wide needs * Special education positions often experience higher turnover than other instructional positions

Problem Statement 18 Areas: Human Capital

Problem Statement 19: There is a lack of consistent career development opportunities for career advancement within the district.

Root Cause 19: * Lack of structured development pipelines for all positions. * Aspiring leaders lack clear career pathways within the district.

Problem Statement 19 Areas: Human Capital

Problem Statement 20: New employees often feel under-prepared for their roles, leading to higher turnover rates.

Root Cause 20: * Inconsistent onboarding processes across departments/campuses * Lack of personalized, job specific training

Problem Statement 20 Areas: Human Capital

Problem Statement 21: Staff do not receive regular, constructive feedback or personalized evaluations, making it difficult to gauge their progress and access the targeted development opportunities needed to meet their professional growth goals.

Root Cause 21: * Standardized rather than tailored evaluation forms fail to capture specific strengths, challenges, and areas for development * Generalized feedback prevents the identification of specific growth needs * Professional goals aren't strategically aligned with organizational goals

Problem Statement 21 Areas: Human Capital

Problem Statement 22: The current evaluation tools do not accurately reflect the leadership framework or align with the specific expectations.

Root Cause 22: * Current evaluation instruments are not tied to the leadership definition * Need for consistent development of expected qualities for leadership roles * Lack of clear direction and standards

Problem Statement 22 Areas: Human Capital

Problem Statement 23: Declining employment engagement and feedback within the system can affect turnover rates due to a lack of structured feedback opportunities.

Root Cause 23: * Employees feel their input is undervalued or that there isn't a reliable, safe way to consistently share feedback * Instruments used to gather feedback are implemented inconsistently resulting in unreliable data

Problem Statement 23 Areas: Human Capital

Problem Statement 24: The district needs a comprehensive, data-driven evaluation process to guide resource allocations

Root Cause 24: *The district lacksorganized informationon all district initiatives *Program evaluations do not consistently measure the effectiveness of initiatives against their financial investment and stated goals *Limited focus on long-term financial sustainability has led to reactionary budgeting rather than proactive financial planning

Problem Statement 24 Areas: Financial Stewardship

Problem Statement 25: The district needs to optimize building use and create comprehensive life cycle replacement programs to alleviate inefficiencies in resource allocation

Root Cause 25: *Overreliance on temporary solutions *Lack of comprehensive life cycle replacement program *Budget prioritization often delays life cycle replacement purchases

Problem Statement 25 Areas: Financial Stewardship

Problem Statement 26: KPI's are not consistently monitored and reported across all operational departments to measure and optimize performance

Root Cause 26: *Varied KPI tracking makes it difficult to establish a standardized performance evaluation *Regular review and reporting of KPI's can increase efficiency, accountability and transparency of data *Compliance with Financial Integrity Rating System of Texas (FIRST) can be forecasted through use of KPI's

Problem Statement 26 Areas: Financial Stewardship

Problem Statement 27: The district's current budget development process is perceived to lack alignment with district priorities and meaningful stakeholder engagement

Root Cause 27: *Perceived lack of communication to allow stakeholders to provide feedback that influences budget decisions *State and federal funding constraints complicate stakeholders' ability to fully understand the intricacies of complex funding allocations

Problem Statement 27 Areas: Financial Stewardship

Problem Statement 28: A perception exists that the district's financial transparency is limited, impacting stakeholder trust and engagement in budget decisions

Root Cause 28: *Stakeholders are not aware of the financial transparency currently in place on various websites *Financial data is spread across multiple District web pages, making it challenging to navigate *Insufficient communication strategies

Problem Statement 28 Areas: Financial Stewardship

Problem Statement 29: Lack of alignment between policies and procedures leads to inconsistencies in operations and decision making

Root Cause 29: *Limited stakeholder engagement in policy and procedure development and updates *Inadequate or inconsistent communication and training of policy and procedure updates *Outdated or overly complex procedures

Problem Statement 29 Areas: Financial Stewardship

Problem Statement 30: The district lacks employee job satisfaction programs that celebrate high performers and set benchmarks for success in implementing department processes

Root Cause 30: *Recognizing employees for their contributions enhances job satisfaction and morale *Acknowledgement promotes a sense of belonging and teamwork among staff *Aligning recognition with organization objectives contributes to the district's success

Problem Statement 30 Areas: Financial Stewardship

Problem Statement 31: The district's training programs necessary for operational efficiency and effectiveness are not always tailored to address the specific training needs of employees

Root Cause 31: *No formal needs assessment process for training design *Training materials carried forward from prior trainings *Inconsistent focus on the needs of the user

Problem Statement 31 Areas: Financial Stewardship

Problem Statement 32: *Data indicates that student achievement in tested areas is below the state average in multiple grade levels and student groups.

Root Cause 32: Inconsistent use of data to drive instruction and determine interventions.

Problem Statement 32 Areas: Student Success

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

    Initial Status: Maintain

Key Strategic Action 1 Details

Key Strategic Action 1: Build and systematically sustain a culture of strong and supportive relationships
    Progress Measure (Lead: Original Lead:
-District wide staff training for Capturing Kids Hearts fidelity checks (monthly)
 	
Proposed Progress Measures:
-Middle-of-Year scores on Capturing Kids Hearts surveys
-Percent of teachers trained in CKH professional development
    Outcome Measure (Lag): Proposed Long-Term Outcome: By June 2029: End-of-Year Capturing Kids Hearts Implementation and Culture/Climate survey scores will meet or exceed 4.3 out of 5.
    Collaborating Departments: Learning Services
 	
    Problem Statements: Student Success 1
    Funding Sources: Capturing Kids Hearts - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - $300,000, Capturing Kids Hearts - 255 - ESEA Title II - 255.00.0000.00.999.00.000 - $750,000, Middle School Restorative Aides - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - $420,000, ED of Student Success - CKH Champion - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - $158,000, Social Emotional Learning Specialists - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $4,049,224, Title III Parent, Family and Community Engagement - 263 - ESEA, Title III Part A - 263.00.0000.00.999.00.000 - $1,500, Title I Parent, Family and Community Engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.00.0000.00.999.00.PAR - $6,517

Key Strategic Action 2 Details

Key Strategic Action 2: Build and systematically sustain a culture of high expectations and safe learning environments

Progress Measure (Lead: Proposed Progress Measures:
-Percent of students chronically absent by campus
-Number of discipline referrals by campus
-Total number of referrals in major categories
-Number of students who return to DAEP

Outcome Measure (Lag): Proposed Long-Term Outcome: By June 2029, student attendance rate will be at 98%, discretionary and mandatory Disciplinary Alternative Education Program (DAEP) placements will drop to 524 and 700 respectively, and In School Suspension (ISS) placements will drop to 13,524.

Problem Statements: Student Success 2

Funding Sources: Communities in Schools - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $840,433, RaaWee - Attendance - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $124,740, DAEP Programs for ES, MS, and HS - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $3,725,143

Key Strategic Action 3 Details

Key Strategic Action 3: Recruit and retain students in Fine Arts, Athletics, and scholastic events, including clubs and extra curricular activities

Progress Measure (Lead: Original Leads:
-Vertically aligned and written expectations for Fine Arts and Athletics
-All team sports will host a summer athletic camp for up and coming middle school and elementary schools
-A well defined 6-12 articulated staffing model for both athletics and FA.
-District led events for students to explore Fine Arts and Athletics
-Additional clubs and organizations not aligned to UIL on each middle school and high school campus.

Proposed Progress Measures:
-Number of recruitment visits to middle school and elementary campuses
-Number of students in University Interscholastic League (UIL) programs who are academically ineligible

Outcome Measure (Lag): Proposed Long-Term Outcome: By December 2029, 50% of secondary students will participate in Fine Arts programs, 33% of secondary students will participate in Athletics, 50% of secondary campuses will offer 10 or more clubs that are available to all students.

Staff Responsible for Monitoring: Morganne Davies, Latisha Williams, Matt Carroll

Collaborating Departments: Fine Arts, Athletics (Girls), Athletics (Boys)

Problem Statements: Student Success 3

Funding Sources: Master Class - Band Orchestra Tutoring - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - $50,000

Key Strategic Action 4 Details

Key Strategic Action 4: Recruit and retain students in Advanced Academics

Progress Measure (Lead: Original Leads:

-Provide two boot camps for college entrance exams per school year for high school students

-Increase 6th grade enrollment in at least one honors course

-Provide guidance for persistence in students continuing to take honors courses

-Provide education to parents on the benefits of continued access to rigorous curriculum

-Provide access to PSAT preparation through online and in person formats

Proposed Progress Measures:

-Number of students enrolled in Advancement Via Individual Determination (AVID)

-Number of students scoring at 92 percentile on Measures of Academic Progress (MAP) and not currently -identified as Gifted and Talented (GT)

-Number of students assessed and qualifying for Gifted and Talented (GT)

Outcome Measure (Lag): Proposed Long-Term Outcome: By December 2029, 57% of secondary students will enroll in Advanced Academic courses and 51% of students in Advanced Placement (AP) courses will earn a 3 or higher on AP exams.

Staff Responsible for Monitoring: Jennifer Roden

Collaborating Departments: College, Career, Military Readiness

Problem Statements: Student Success 4

Funding Sources: MS STEM Program - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - $250,000, Resources for STEM Bus - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - $30,000, STEM Bus Teacher and Aide/Driver - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - $153,160, GT Programs - District Level - 177 - Gifted/Talented - 177.00.0000.00.999.00.000 - $291,010

Key Strategic Action 5 Details

Key Strategic Action 5: Expand innovative Career & Technical Education (CTE) opportunities and outcomes

Progress Measure (Lead: Original Leads:

-Coordinated Elementary Visits to the Career Center

-Coordinated Middle School Visits to the Career Center

-District Wide Career Fair hosted with a higher education Partner

Proposed Progress Measures:

-Enrollment in practicum courses

-Percentage of practicum students engaged in an opportunity with industry partners

-Number of work-based learning opportunities available with industry partners

-Percentage of students who pass certification tests

Outcome Measure (Lag): Proposed Long-Term Outcome: By June 2029, 65% of Career and Technical Education (CTE) students will complete three or more classes in their program of study and 75% of CTE students will engage in work-based learning.

Staff Responsible for Monitoring: Patrice Robinson

Collaborating Departments: College, Career, Military Readiness

Problem Statements: Student Success 5

Goal 1 Problem Statements:

Student Success
Problem Statement 1: Campus culture does not consistently foster positive relationships resulting in increased discipline referrals and alternative education placements as well as lower attendance rates, impacting student experiences and achievement.   **Root Cause**: -Lack of relational capacity between students, staff, parents, and other stakeholders -Inconsistent discipline strategies -Lack of coaching for campus administrators on the importance of prioritizing relationships to positively impact the campus culture
Problem Statement 2: Inconsistencies in establishing expectations and maintaining safe learning environments contribute to high rates of absenteeism, disciplinary actions, academic success, and overall school climate.   **Root Cause**: -Lack of clear, consistent expectations for behavior and attendance -Limited support for addressing root causes of absenteeism and behavior issues -Inconsistent implementation of positive learning practices
Problem Statement 3: Students not engaged in school activities feel disconnected, leading to isolation, decreased motivation, and a lack of belonging, which negatively impacts their academic performance and behavior.   **Root Cause**: -Lack of awareness or interest -Competing priorities -Accessibility based on scheduling
Problem Statement 4: Student participation in Advanced Academics programs is stagnant or declining.   **Root Cause**: -Lack of awareness about the benefits of advanced courses -Perceived difficulty of the curriculum -Limited access to resources and support systems
Problem Statement 5: The workforce is underprepared to meet the needs of the local economy, particularly high wage, high skill and in-demand jobs.   **Root Cause**: -Lack of student awareness of the valuable opportunities CTE programs offer -Limited intentional connections for students between education, employment, and long-term career goals -Lack of alignment between the student's program of study and career or college readiness goal

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details
Key Strategic Action 1: Ensure a vertically aligned guaranteed viable curriculum is taught and assessed in all Reading Language Arts (RLA) classrooms

Progress Measure (Lead: Original Leads:
-Dedicated instructional minutes for each grade level in ELAR
-Revise and follow unit maps to increase the inclusion of all standards
-Expect and Inspect short or extended constructed responses on Reading and writing benchmarks
-Increase use of the Benchmark Data Protocol in PLCs to identify instructional strengths and weaknesses
-Establish intervention times and utilize evidence based programs, universal screening data, and benchmark data to provide identified students with targeted intervention
-Audit master schedules to ensure designated instructional minutes are provided for grade level instruction
  in ELAR
-Ensure Quick Performance Assessments (QPAs) from Benchmark Phonics are analyzed in PLCs
-Track fidelity of staff utilizing district curriculum and resources, effective Tier 1 instruction and effective use
  of data
-Utilize Get Better Faster Coaching to increase observations of Reading and Writing in all grade levels

Proposed Progress Measures:
-Percentage of campuses/teams using the lesson internalization protocol during PLC
-Percentage of campuses/teams using the data analysis protocol during PLC
-Percentage of campuses/teams using the student work protocol during PLC
-Number of Teacher Incentive Allotment (TIA) designated teachers

Outcome Measure (Lag): Proposed Long-Term Outcome: By June 2029, the district Professional Learning Communities (PLC) protocols will be used in at least 50% of instructional planning sessions, and at least 66% of teachers will earn a rating of Accomplished or above on 50% of the dimensions in the Texas Teacher Evaluation and Support System (T-TESS) Domains 1, 2 and 3.

Staff Responsible for Monitoring: *Carrie Parker, Dagmar Harris, Nancy Patterson, Jennifer Warren, Jo-Lynette Crayton

Collaborating Departments: Elementary & Secondary Curriculum and Professional Development, Learning Services, Curriculum & Instructional Services

Problem Statements: Student Success 6

Funding Sources: Assessment Tool for Progress Monitoring - BOY, MOY, EOY growth - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - $436,255, Bilingual and ESL Aides - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $1,736,254

Key Strategic Action 2 Details

Key Strategic Action 2: Leverage data-driven instructional practices to enhance student achievement

Progress Measure (Lead: Original Leads:

-Revise and follow unit maps to increase the inclusion of all standards

-Expect and Inspect short or extended constructed responses on Reading and writing benchmarks

-Increase use of the Benchmark Data Protocol in PLCs to identify instructional strengths and weaknesses

-Establish intervention times and utilize evidence based programs, universal screening data, and benchmark
   data to provide identified students with targeted intervention

-Audit master schedules to ensure designated instructional minutes are provided for grade level instruction
   in ELAR

-Ensure Quick Performance Assessments (QPAs) from Benchmark Phonics are analyzed in PLCs

-Track fidelity of staff utilizing district curriculum and resources, effective Tier 1 instruction and effective use
   of data

-Utilize Get Better Faster Coaching to increase observations of Reading and Writing in all grade levels

Proposed Progress Measures:

-MAP achievement data

-MAP fluency data

-Usage and growth data from Tier 2 and Tier 3 intervention programs

-Performance of special education and emerging bilingual students on district benchmark assessments

Outcome Measure (Lag): Proposed Long-Term Outcome: By June 2029, 60% of students will be at or above grade level on STAAR 3-8 and End-of Course (EOC) assessments.

Staff Responsible for Monitoring: *Carrie Parker, Dagmar Harris, Nancy Patterson, Jennifer Warren, Jo-Lynette Crayton

Collaborating Departments: Elementary & Secondary Curriculum and Professional Development, Learning Services, Curriculum & Instructional Services

Problem Statements: Student Success 7

Funding Sources: School Improvement Teachers at Low Performing Campuses - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $816,407, Intervention Teachers to Support At Risk Students - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $6,083,583, Rosetta Stone - 263 - ESEA, Title III Part A - 263.00.0000.00.999.00.000 - $17,500, Biliteracy Specialists - 263 - ESEA, Title III Part A - 263.00.0000.00.999.00.000 - $391,183

Goal 2 Problem Statements:

Student Success
Problem Statement 6: Inconsistent curriculum alignment and delivery of instruction across grade levels in Reading Language Arts (RLA) classrooms.   **Root Cause**: -Lack of standardized resources to implement state standards -Varied interpretations of the rigor of grade level standards and instruction -Inconsistent integration of reading and writing across all content areas
Problem Statement 7: Inconsistent use of data to drive instruction and determine interventions.   **Root Cause**: -Traditional instructional methods fail to meet the diverse needs of learners -Lack of structured time for data discussions, insights or strategies -Limited insight into how to appropriately identify and address individual student needs

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in mathematics.

Key Strategic Action 1 Details

Key Strategic Action 1: Ensure a vertically aligned, guaranteed viable curriculum is taught and assessed in all math classrooms
 	
    Progress Measure (Lead: Original Leads:
-Dedicated instructional minutes for each grade level in Math
-Revise and follow unit maps to increase the inclusion of all standards
-Increase use of the Benchmark Data Protocol in PLCs to identify instructional strengths and weaknesses
-Establish intervention times and utilize evidence based programs, universal screening data, and benchmark
  data to provide identified students with targeted intervention
-Audit master schedules to ensure designated instructional minutes are provided for grade level instruction
  in Math
-Track fidelity of staff utilizing district curriculum and resources, effective Tier 1 instruction and effective use
  of data
-Utilize Get Better Faster Coaching to increase observations of Math in all grade levels
 	
Proposed Progress Measures:
-Percentage of campus/teams using the lesson internalization protocol during PLC
-Percentage of campus/teams using the data analysis protocol during PLC
-Percentage of campus/teams using the student work protocol during PLC
-Number of Teacher Incentive Allotment (TIA) designated teachers
    Outcome Measure (Lag): Proposed Long-Term Outcome: By June 2029, the district Professional Learning Communities (PLC) protocols will be used in at least 50% of instructional planning sessions, and at least 66% of teachers will earn a rating of Accomplished or above on 50% of the dimensions in the Texas Teacher Evaluation and Support System (T-TESS) Domains 1, 2 and 3.
    Staff Responsible for Monitoring: Carrie Parker, *Dagmar Harris, Nancy Patterson, Jennifer Warren, Jo-Lynette Crayton
    Collaborating Departments: Elementary & Secondary Curriculum and Professional Development, Learning Services, Curriculum & Instructional Services
 	
    Problem Statements: Student Success 8

Key Strategic Action 2 Details

Key Strategic Action 2: Leverage data-driven instructional practices to enhance student achievement

> **Progress Measure (Lead:** Original Leads:
> -Dedicated instructional minutes for each grade level in Math
> -Revise and follow unit maps to increase the inclusion of all standards
> -Increase use of the Benchmark Data Protocol in PLCs to identify instructional strengths and weaknesses
> -Establish intervention times and utilize evidence based programs, universal screening data, and benchmark
>   data to provide identified students with targeted intervention
> -Audit master schedules to ensure designated instructional minutes are provided for grade level instruction
>   in Math
> -Track fidelity of staff utilizing district curriculum and resources, effective Tier 1 instruction and effective use
>   of data
> -Utilize Get Better Faster Coaching to increase observations of Math in all grade levels
>
> Proposed Progress Measures:
> -MAP achievement data
> -MAP fluency data
> -Usage and growth data from Tier 2 and Tier 3 intervention programs
> -Performance of special education students on district benchmark assessments
>
> **Outcome Measure (Lag):** Proposed Long-Term Outcome: By June 2029, 60% of students will be at or above grade level on STAAR 3-8 and End-of Course (EOC) assessments.
>
> **Staff Responsible for Monitoring:** Carrie Parker, *Dagmar Harris, Nancy Patterson, Jennifer Warren, Jo-Lynette Crayton
>
> **Collaborating Departments:** Elementary & Secondary Curriculum and Professional Development, Learning Services, Curriculum & Instructional Services
>
> **Problem Statements:** Student Success 9

Goal 3 Problem Statements:

Student Success

Problem Statement 8: Inconsistent curriculum alignment and delivery of instruction across grade levels in mathematics classrooms.   **Root Cause**: -Lack of foundational understanding of mathematical concepts -Lack of standardized resources to implement state standards -Varied interpretations of the rigor of grade level standards

Problem Statement 9: Inconsistent use of data to drive instruction and determine interventions.   **Root Cause**: -Traditional instructional methods fail to meet the diverse needs of learners -Lack of structured time for data discussions, insights or strategies -Limited insight into how to appropriately identify and address individual student needs

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details
Key Strategic Action 1: Implement an early-warning and strategic monitoring system for graduation rate and College, Career, and Military Readiness (CCMR)

Progress Measure (Lead: Original Leads:
-Students in grade 9-12 will self identify a post-secondary readiness goal
-Elementary students will participate in the STEM Mobile Lab to explore STEM concepts and careers
-School Counselors will audit personal graduation plans
-Middle school tours of the Career Center
-Active partnerships with the Adopt a School Program
-Secondary campuses will partner with the Workforce Solutions of Central Texas to support students in -
  career development and career decision making
-Create a CCMR on-demand dashboard for district and campus monitoring
-Create a data protocol for all secondary campus leaders to track and monitor
-Define procedures for identifying and tracking CTE completers

Proposed Progress Measures:
-Middle school and high school dropout rate (Leaver code 98)
-Percentage of 9th grade students who earn the required number of credits to stay on track for graduation
-Percentage of students who meet Texas Success Initiative (TSI) criteria in Reading, Writing, and Math (junior
  year)
-Percentage of students who earn nine hours of dual credit (junior year)
-Percentage of students who successfully complete one English or Math dual credit course (junior year)
-Percentage of students who earn a 3 or higher on an AP course
-Percentage of students with an allowable industry-based certification and designation as CTE concentrator

Outcome Measure (Lag): Proposed Long-Term Outcome: By June 2029, at least 94% of KISD students will graduate within four years and at least 88% of graduating students will meet standards for College, Career, or Military Readiness (CCMR).

Staff Responsible for Monitoring: *Patrice Robinson, Michelle Taylor, Shannon Lumar, Angenet Wilkerson, Cynthia Hodges, Sherce Hampton

Collaborating Departments: College, Career, Military Readiness, Guidance Services, District & Community Relations, STEM Academy,

Problem Statements: Student Success 10

Key Strategic Action 2 Details

Key Strategic Action 2: Enhance opportunities and outcomes in dual credit courses

Progress Measure (Lead: Proposed Progress Measures:
-Number of students enrolled in dual credit courses
-Number of dual credit courses in which students did/did not earn credit
-Number of dual credit courses in which students withdrew from course
-Number of students passing college Algebra, English III, English IV, and Economics
-Number of students who are Core Complete by the end of their junior year

Outcome Measure (Lag): Proposed Long-Term Outcome: By May 2029, 30% of annual graduates will meet the CCMR indicator by completing a dual credit course, and 10% of annual graduates will meet the CCMR indicator by earning an associate's degree.

Staff Responsible for Monitoring: *Patrice Robinson, Michelle Taylor, Shannon Lumar, Angenet Wilkerson, Cynthia Hodges, Sherce Hampton

Collaborating Departments: College, Career, Military Readiness, Guidance Services, District & Community Relations, STEM Academy,

Problem Statements: Student Success 11

Key Strategic Action 3 Details

Key Strategic Action 3: Build and sustain CCMR awareness and data literacy with internal and external stakeholders

Progress Measure (Lead: Proposed Progress Measures:
-Percentage of middle school students attending CCMR events
-Percentage of 8th grade students who complete a 4-year plan
-Percentage of campus leaders completing A-F accountability training
-Percentage of campus leaders completing quarterly CCMR awareness trainings

Outcome Measure (Lag): Proposed Long-Term Outcome: By June 2029, 90% of middle school families will report awareness of or participation in KISD CCMR events and resources and campus leaders will engage in quarterly CCMR and A-F Accountability professional development.

Staff Responsible for Monitoring: *Patrice Robinson, Michelle Taylor, Shannon Lumar, Angenet Wilkerson, Cynthia Hodges, Sherce Hampton

Collaborating Departments: College, Career, Military Readiness, Guidance Services, District & Community Relations, STEM Academy,

Problem Statements: Student Success 12

Key Strategic Action 4 Details

Key Strategic Action 4: *Provide school summer school, credit recovery and other learning opportunities to eligible students in ES, MS, and HS to address promotion and graduation, advancement, enrichment, intervention, and accelerated instruction to meet state testing requirements.

Staff Responsible for Monitoring: Assistant Superintendent Curriculum and Instruction; Executive Directors Curriculum and Instruction

Problem Statements: Student Success 2, 3, 13

Funding Sources: EB Summer School - 165 - Bilingual/ELL - 165.00.0000.00.999.99.000 - $107,802, Summer School - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $2,705,551, After School Campus Tutoring and the Tutoring Center (JPLC) - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $2,000,000, Evening Academy - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $150,000, Online Intervention Programs - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $650,000, Homebound Services - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $76,334, Pathways Academic Campus - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $1,913,775

Goal 4 Problem Statements:

Student Success
Problem Statement 2: Inconsistencies in establishing expectations and maintaining safe learning environments contribute to high rates of absenteeism, disciplinary actions, academic success, and overall school climate. **Root Cause**: -Lack of clear, consistent expectations for behavior and attendance -Limited support for addressing root causes of absenteeism and behavior issues -Inconsistent implementation of positive learning practices
Problem Statement 3: Students not engaged in school activities feel disconnected, leading to isolation, decreased motivation, and a lack of belonging, which negatively impacts their academic performance and behavior. **Root Cause**: -Lack of awareness or interest -Competing priorities -Accessibility based on scheduling
Problem Statement 10: The district lacks a monitoring system to track graduation and CCMR readiness indicators, limiting identification of at-risk students and hindering data-driven interventions to support graduation and readiness goals. **Root Cause**: -Current systems are fragmented and fail to integrate critical metrics and CCMR indicators -Without real-time tracking, students may fall significantly behind before support is offered -Teachers and students lack access to unified data that can inform proactive planning and intervention
Problem Statement 11: Student participation and success in dual credit courses are driven by access challenges, insufficient preparation for rigorous coursework, and suboptimal retention and completion rates. **Root Cause**: -Students are unprepared for dual credit coursework due to inadequate foundational skills (e.g., TSI readiness) -Several courses have higher withdrawal rates, indicating a possible need for targeted support and resources -Limited resource alignment between KISD and college partners restricts the ability to offer dual credit courses effectively across campuses
Problem Statement 12: The workforce is underprepared to meet the needs of the local economy, particularly high wage, high skill and in-demand jobs. **Root Cause**: -Lack of student awareness of the valuable opportunities CTE programs offer -Limited intentional connections for students between education, employment, and long-term career goals -Lack of alignment between the student's program of study and career or college readiness goal
Problem Statement 13: *Data indicates that student achievement in tested areas is below the state average in multiple grade levels and student groups. **Root Cause**: Inconsistent use of data to drive instruction and determine interventions.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits package.

Key Strategic Action 1 Details
Key Strategic Action 1: Propose a staff compensation plan in the top quarter of a comparative district group across all exempt paygrades. **Progress Measure (Lead:** Original Leads - Establish a comparison group of districts. - Analyze statewide compensation/benefit surveys. - Current compensation across professional paygrades. - Current benefits package. - Create metrics for comparison across roles. Plan of Action: 1. Identify a Comparative Group of Districts by Location and Student Enrollment 2. Conduct a Comparative Compensation Analysis 3. Revise Compensation Plan 4. Incentivize Retention for High-Need Roles 5. Promote the Revised Compensation Plan 6. Monitor and Adjust Based on Feedback **Outcome Measure (Lag):** Original Long-Term Outcome: By August 2029, KISD will have sustained a compensation/benefits package for professional employees in the top quarter of a comparison district group over three years. Proposed Long-Term Outcome: By August 2029, KISD will maintain a compensation plan in the top quartile of comparison districts. **Staff Responsible for Monitoring:** Kristina Carter **Collaborating Departments:** Human Resources, **Problem Statements:** Human Capital 1

Key Strategic Action 2 Details

Key Strategic Action 2: Propose a staff compensation plan in the top quarter of a comparative district group across all non-exempt paygrades.

Progress Measure (Lead: Original Leads

-Establish a comparison group of local hiring entities.

-Analyze statewide compensation surveys.

-Analyze local compensation surveys.

-Current compensation across non-professional paygrades.

-Current benefits package.

-Create metrics for comparison across roles.

Plan of Action:

1. Identify a Comparative Group of District by Student Enrollment and Market

2. Conduct a Comparative Compensation Analysis

3. Revise Compensation Packages

4. Incentivize Retention for High-Need Roles

5. Promote the New Compensation and Benefits Plan

6. Monitor and Adjust Based on Feedback

Outcome Measure (Lag): Original Long-Term Outcome: By August 2029, KISD will have a compensation/benefits package in the top quarter of a comparison group of hiring entities.

Proposed Long-Term Outcome: By August 2029, KISD will maintain a compensation plan in the top quartile for non-exempt staff, reducing turnover in these roles by 15%.

Staff Responsible for Monitoring: Frank Crayton, Tina Cole, Travis Hall

Collaborating Departments: Auxiliary Human Resources, Human Resources

Problem Statements: Human Capital 2

Key Strategic Action 3 Details

Key Strategic Action 3: Implement an education program to increase awareness and utilization of well-being services available through employee benefits.

Progress Measure (Lead: Original Leads:
-Develop communication materials that highlight the specific benefits of EAP and RAMS participation.
-Streamline the process for accessing EAP and RAMS services by providing clear, step-by-step instructions and
  personalized support through the benefits department.
-Host annual employee benefits fair providing support services and answer employee questions.
-Monitor participation rates in available resources.

Plan of Action:
1. Develop communication materials that highlight the specific benefits of EAP and RAMS participation
2. Streamline the process for accessing EAP and RAMS services by providing clear, step-by-step instructions
   and personalized support through the benefits department
3. Host annual employee benefits fair providing support services and answer employee questions
4. Monitor participation rates in available resources

Outcome Measure (Lag): Original Long-Term Outcome: By 2029, employee participation in the wellness program will increase from ___% to ___%.

Proposed Long-Term Outcome: By June 2029, employee participation in the Employee Assistance program will increase to 15% and participation in the TCG Region 10 Retirement Asset Management System will increase to 20%.

Staff Responsible for Monitoring: Christina Ford
Collaborating Departments: Risk Management

Problem Statements: Human Capital 3

Goal 1 Problem Statements:

Human Capital

Problem Statement 1: A competitive market for attracting and retaining staff has necessitated Killeen ISD be a leader in compensation to fill exempt vacancies. **Root Cause**: * Teacher turnover * Shrinking pool of certified applicants, including teachers, entering the workforce * Rising cost of living

Problem Statement 2: A competitive market for attracting and retaining staff has necessitated Killeen ISD be a leader in compensation to fill non-exempt vacancies. **Root Cause**: * Staff turnover * Shrinking pool of applicants entering the workforce * Rising cost of living and competitive pay

Problem Statement 3: Current employee engagement with well-being services is low, as evidenced by underutilization of benefits programs and suboptimal attendance rates. **Root Cause**: * Limited Awareness * Perceived Complexity and Accessibility * Cultural Stigma

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details
Key Strategic Action 1: Improve the effectiveness of retention strategies.

Progress Measure (Lead: Original Leads:
-Increase the number of direct contacts with potential employees.
-Create annual reports of employee retention rates by campus and department.
-Conduct stay interviews with 25% of employees annually.
-Increase employee participation in structured talent development pipelines.
-Increase the number of hits on the district's application website by 20%.

Plan of Action:
1. Use exit survey data to adjust strategies and address specific issues impacting retention
2. Develop retention plans, recognizing that different schools have different needs
3. Increase teacher recognition and rewards for success

Outcome Measure (Lag): Original Long-Term Outcomes:
-By 2029, KISD will have a retention rate equal or above the state average
-By 2029, KISD will increase the number of completed applications for employment by 20%

Proposed Long-Term Outcome: By August 2029, KISD will retain 85% of its teachers, aides and campus administrators as employees.
Dates/Timeframes: 2029
Staff Responsible for Monitoring: Tina Cole, Travis Hall
Collaborating Departments: Human Resources

Problem Statements: Human Capital 4

Key Strategic Action 2 Details

Key Strategic Action 2: Enhance recruiting for fully certified teachers and develop pathways that accelerate current uncertified candidates into certified, highly qualified teachers.

Progress Measure (Lead: Original Leads:
-Allocations completed by the first week of March.
-Increase the number of participants at the school district job fair by 20%.
-Increase the number of direct contacts with potential employees.
-Hold staffing meetings with each campus by the second week in March.

Plan of Action:
1. Launch targeted recruitment campaigns to attract fully certified teachers to high-need areas
2. Provide fast-tracked certification pathways for DOI and aide-to-teacher program candidates
3. Implement intensive mentorship and professional development programs to support DOI teachers
4. Track performance and certification progress to assess the impact of uncertified teachers

Outcome Measure (Lag): Original Long-Term Outcome: By 2029, __% of all campuses will be fully staffed by July 1 of the current school year.

Proposed Long-Term Outcome: By August 2029, less than 7% of all teachers will be
hired through the District of Innovation exception.

Staff Responsible for Monitoring: Tina Cole, Travis Hall

Collaborating Departments: Human Resources

Problem Statements: Human Capital 5

Funding Sources: Teacher Resident - 255 - ESEA Title II - 255.00.0000.00.999.00.000 - $70,460

Key Strategic Action 3 Details

Key Strategic Action 3: Effectively staff special education professional and paraprofessional positions.

Progress Measure (Lead: Original Leads:
-Allocations completed by the first week in March.
-Hold staffing meetings with Special Education department by second week in March.
-Increase the number of direct contacts with potential special education employees.
-Create talent development pipelines for special education positions.

Plan of Action:
1. Develop targeted recruitment efforts focused on special education, partnering with universities and
   organizations to attract a diverse pool of candidates
2. Offer ongoing professional development specifically for special education staff, focusing on best practices,
    behavior management, and individualized instruction techniques

Outcome Measure (Lag): Original Long-Term Outcome: By August 2029, the District will staff special education professional and paraprofessional positions at a 90% fill rate.

Proposed Long-Term Outcome: By August 2029, KISD will staff campus special education teacher and paraprofessional positions at a 90% fill rate.

Staff Responsible for Monitoring: Tina Cole, Travis Hall

Collaborating Departments: Human Resources

Problem Statements: Human Capital 6

Goal 2 Problem Statements:

Human Capital
Problem Statement 4: The challenge to retain staff disrupts the educational environment and increases demands on recruitment efforts.   **Root Cause**: * Fewer students are graduating with traditional education degrees and teacher certification * The district is experiencing turnover due to factors like relocation and retirement * Teachers, nation-wide, express concerns with workload and demand on time
Problem Statement 5: The district's reliance on uncertified teachers through the District of Innovation program has raised concerns regarding teacher retention and student performance.   **Root Cause**: * Uncertified teachers may lack the formal pedagogical training that supports long-term student success * Varying levels of teaching experience and preparation can lead to inconsistencies in instructional quality * Retaining uncertified teachers can be challenging, as they often face greater obstacles in the classroom
Problem Statement 6: The district struggles to effectively staff campus special education teachers and paraprofessional positions.   **Root Cause**: * There is a shortage of qualified candidates with specialized training in special education, making it difficult to fill these critical roles * Current teacher development programs are not generating sufficient candidates for state-wide needs * Special education positions often experience higher turnover than other instructional positions

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details
Key Strategic Action 1: Develop and implement talent development pipelines for all employees.

Progress Measure (Lead: Original Leads:
-Create pipeline plans for all employee categories.
-Increase the average number of in-district applications for leadership positions.
-Increase the number of employees participating in structured talent development programs.
-Create an internal communication plan to educate employees about available talent development system.

Plan of Action:
1. Provide opportunities for coaching and mentorship to high potential staff
2. Offer workshops tailored to career advancement and professional growth
3. Assess participant feedback for continuous improvement

Outcome Measure (Lag): Original Long-Term Outcomes:
-By 2029, 90% of all leadership positions will be filled by in-district candidates.
-By 2029, 75% of all employees will report that they are aware of the steps required to advance within campus
  and/or department in an employee survey.

Proposed Long-Term Outcome: By August 2029, 85% of employees will report they are aware of steps required to advance within their campus or department.

Staff Responsible for Monitoring: William Baker, Tina Cole, Chiquata Wright, Travis Hall

Collaborating Departments: Human Resources

Problem Statements: Human Capital 7

Key Strategic Action 2 Details

Key Strategic Action 2: Implement onboarding procedures to effectively prepare new employees for their assigned roles

Progress Measure (Lead: Original Leads:
-Employee survey for onboarding will be completed.
-100% of new employees will be surveyed about their experience onboarding.
-Onboarding procedures for all major employee groups will be completed and implemented.
-100% of supervisors will complete survey regarding onboarding experiences for new employees.

Plan of Action:
1. Create a standardized onboarding process across all departments/campuses
2. Personalize training to match role-specific needs
3. Gather feedback from new hires to improve the onboarding process

Outcome Measure (Lag): Original Long-Term Outcome: By 2029, 90% of new employees will report that their onboarding process has successfully prepared them for their jobs.

Proposed Long-Term Outcome: By August 2029, 90% of new employees will report that their onboarding process has successfully prepared them for their job.

Staff Responsible for Monitoring: William Baker, Tina Cole, Frank Crayton, Travis Hall

Collaborating Departments: Human Resources, Auxiliary Human Resources

Problem Statements: Human Capital 8

Key Strategic Action 3 Details

Key Strategic Action 3: Create support systems for employees that provide opportunities for growth aligned to their potential.

Progress Measure (Lead: Original Leads:

-___% of all employees will complete "Stay" interviews with their supervisor.

-Teacher Incentive Allotment will be provided for all teacher groups.

-Professional development sequences will be developed for all employees.

-Role specific behaviors for each employee grouping will be created for each competency of the leadership definition.

-100% of all employees will complete goal setting routines as part of their evaluation processes.

Plan of Action:

1. Tailor evaluation tools for each role, aligned to KISD's leadership definition

2. Equip supervisors to provide specific, actionable, growth-focused feedback

3. Create a framework that connects professional development with both employee and district goals

4. Implement a system for ongoing check-ins to monitor progress and adjust goals

Outcome Measure (Lag): Original Long-Term Outcome: By August 2029, 80% of employees will report that their professional growth opportunities provided by the district are preparing them to meet their future goals.

Proposed Long-Term Outcome: By August 2029, 90% of employees will indicate tailored evaluations, ongoing feedback, and aligned professional development opportunities prepare them for their future goals and growth within the district.

Staff Responsible for Monitoring: William Baker, Tina Cole, Frank Crayton, Travis Hall

Collaborating Departments: Human Resources, Auxiliary Human Resources

Problem Statements: Human Capital 9

Funding Sources: Professional Development to Support Title I Programs - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - $150,000, Professional Development to Build Teacher Capacity and Increase Student Achievement - 255 - ESEA Title II - 255.00.0000.00.999.00.000 - $100,000, District Instructional Specialists to provide PD and Coaching - 255 - ESEA Title II - 255.00.0000.00.999.00.000 - $1,000,000, Coaching for Principals of Low Performing Schools - 255 - ESEA Title II - 255.00.0000.00.999.00.000 - $59,200, Master Principal Stipend for Mentoring New Principals - 255 - ESEA Title II - 255.00.0000.00.999.00.000 - $40,000, Waiver related EB Professional Development and Certification Reimbursement - 165 - Bilingual/ELL - 165.00.0000.00.999.99.000 - $177,793, Other EB Specific Professional Development - 165 - Bilingual/ELL - 165.00.0000.00.999.99.000 - $32,372.25, Instructional Coaches - Campus and District - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $4,524,646, DM Group - Coaching for Low Performing Campus Principals - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $300,000, Dual Language Professional Development - 263 - ESEA, Title III Part A - 263.00.0000.00.999.00.000 - $71,261

Goal 3 Problem Statements:

Human Capital

Problem Statement 7: There is a lack of consistent career development opportunities for career advancement within the district. **Root Cause**: * Lack of structured development pipelines for all positions. * Aspiring leaders lack clear career pathways within the district.

Problem Statement 8: New employees often feel under-prepared for their roles, leading to higher turnover rates. **Root Cause**: * Inconsistent onboarding processes across departments/campuses * Lack of personalized, job specific training

Human Capital
Problem Statement 9: Staff do not receive regular, constructive feedback or personalized evaluations, making it difficult to gauge their progress and access the targeted development opportunities needed to meet their professional growth goals.   **Root Cause**: * Standardized rather than tailored evaluation forms fail to capture specific strengths, challenges, and areas for development * Generalized feedback prevents the identification of specific growth needs * Professional goals aren't strategically aligned with organizational goals

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

    Summative Evaluation: Some progress made toward meeting Goal

Key Strategic Action 1 Details
Key Strategic Action 1: Establish employee evaluation procedures tied to the District Leadership Definition.

    Progress Measure (Lead: Original Leads:
-Finalized leadership definition.
-Develop role specific expectations across roles.
-Pilot programs for professional evaluations developed.
-100% of all employees will be evaluated.
-Employee survey data.

Plan of Action:
1. Define Leadership Expectations for All Roles
2. Develop Role-Specific Performance Instruments
3. Implement Consistent Feedback and Growth Cycles
4. Monitor, Evaluate, and Adjust

    Outcome Measure (Lag): Original Long-Term Outcome: By 2029, the District will have evaluation instruments and procedures for each position tied to the leadership definition and role specific expectations

Proposed Long-Term Outcome: By August 2029, KISD will have evaluation instruments and procedures for each position tied to the leadership definition and role specific expectations.

    Dates/Timeframes: 2029

    Staff Responsible for Monitoring: William Baker, Tina Cole, Chiquata Wright, Frank Crayton, Travis Hall

    Collaborating Departments: Human Resources, Auxiliary Human Resources

    Problem Statements: Human Capital 10

Key Strategic Action 2 Details

Key Strategic Action 2: Revise District procedures for gathering employee feedback to include satisfaction surveys and specific group input sessions.

Progress Measure (Lead: Original Leads:
-Annual employee engagement survey developed.
-Input session policies and procedures created.
-Short term employee engagement surveys created.
-__% of all employees will complete "Stay" Interviews with their supervisors.

Plan of Action:
1. Develop and design clear targeted surveys, that are easy to understand that will utilize different types of questions to ensure a broad range of feedback
2. Create a culture of continuous feedback, making employees feel their voices are consistently valued
3. Analyze surveys and sessions to identify issues that need immediate attention
4. Communicate key findings to employees and outline the specific actions that will be taken to address their concerns

Outcome Measure (Lag): Original Long-Term Outcomes:
-By 2029, the District will have fully developed employee satisfaction surveys and input sessions designed for specific groupings of employees.
-By 2029, __% of employees surveyed will indicate they have a voice in department/campus level decision making.

Proposed Long-Term Outcome: By June 2029, KISD will have fully developed employee satisfaction surveys and input sessions for employees and employee participation in annual satisfaction surveys will increase to 70%.

Staff Responsible for Monitoring: William Baker, Tina Cole, Frank Crayton, Travis Hall

Collaborating Departments: Human Resources, Auxiliary Human Resources

Problem Statements: Human Capital 11

Goal 4 Problem Statements:

Human Capital

Problem Statement 10: The current evaluation tools do not accurately reflect the leadership framework or align with the specific expectations.   **Root Cause**: * Current evaluation instruments are not tied to the leadership definition * Need for consistent development of expected qualities for leadership roles * Lack of clear direction and standards

Problem Statement 11: Declining employment engagement and feedback within the system can affect turnover rates due to a lack of structured feedback opportunities.   **Root Cause**: * Employees feel their input is undervalued or that there isn't a reliable, safe way to consistently share feedback * Instruments used to gather feedback are implemented inconsistently resulting in unreliable data

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

    Summative Evaluation: Some progress made toward meeting Goal

Key Strategic Action 1 Details

Key Strategic Action 1: Evaluate District initiatives to optimize resource allocations and maximize efficiencies.
    Progress Measure (Lead: Plan of Action:
    1. Prioritize initiatives for detailed review
    2. Conducts scheduled reviews of district initiatives to measure success against pre-determined expectations
    3. Monitor historical data to develop forecast trends
    4. Implement long-term financial projections using data analytics
    Outcome Measure (Lag): Proposed Long-Term Outcome: By June 2029, district initiatives will be identified and prioritized, and an evaluation system will be in place to conduct internal program assessments, measuring the academic return on investment.
    Staff Responsible for Monitoring: Megan Bradley, JC Schoel
    Collaborating Departments: Operations, Business & Financial Support Services
 	
    Problem Statements: Financial Stewardship 1

Key Strategic Action 2 Details

Key Strategic Action 2: Implement comprehensive asset management plans.
    Progress Measure (Lead: Plan of Action:
    1. Refine enrollment projections compared to facilities available
    2. Analyze facility conditions and ability to meet needs
    3. Create a long-range facilities master plan
    4. Implement a lifecycle asset management plan
    Outcome Measure (Lag): Proposed Long-Term Outcome: By June 2029, the district will not own any portable buildings used for instruction nor any vacant buildings. All district assets will be maintained and replaced within established life cycle.
    Staff Responsible for Monitoring: James Rawls, Troy Kittell, Theresa Camacho, Don Rowls
    Collaborating Departments: Technology Services, Facility Services, Purchasing & Warehouse Services, Transportation
 	
    Problem Statements: Financial Stewardship 2
    Funding Sources: Title I Administrative Costs - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - $35,000, Elevate Data Management Program - EB - 165 - Bilingual/ELL - 165.00.0000.00.999.99.000 - $64,927.75

Key Strategic Action 3 Details

Key Strategic Action 3: Measure comparable key performance indicators (KPI) for operations departments.

Progress Measure (Lead: Plan of Action:
1. Identify and standardize key performance indicators
2. Implement data collection systems
3. Conduct benchmarking against recognized standards
4. Implement a KPI review schedule to track and assess progress
5. Continuous monitoring and reporting

Outcome Measure (Lag): Proposed Long-Term Outcome: By June 2029, key performance indicators will demonstrate compliance and improved efficiency across operational departments.

Staff Responsible for Monitoring: Jason Bryan, Cheryl Carrasquillo, Nicole Koch

Collaborating Departments: Facilities Services, Purchasing & Warehouse Services, Data & Information Services

Problem Statements: Financial Stewardship 3

Goal 1 Problem Statements:

Financial Stewardship

Problem Statement 1: The district needs a comprehensive, data-driven evaluation process to guide resource allocations   **Root Cause**: *The district lacksorganized informationon all district initiatives *Program evaluations do not consistently measure the effectiveness of initiatives against their financial investment and stated goals *Limited focus on long-term financial sustainability has led to reactionary budgeting rather than proactive financial planning

Problem Statement 2: The district needs to optimize building use and create comprehensive life cycle replacement programs to alleviate inefficiencies in resource allocation   **Root Cause**: *Overreliance on temporary solutions *Lack of comprehensive life cycle replacement program *Budget prioritization often delays life cycle replacement purchases

Problem Statement 3: KPI's are not consistently monitored and reported across all operational departments to measure and optimize performance   **Root Cause**: *Varied KPI tracking makes it difficult to establish a standardized performance evaluation *Regular review and reporting of KPI's can increase efficiency, accountability and transparency of data *Compliance with Financial Integrity Rating System of Texas (FIRST) can be forecasted through use of KPI's

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Key Strategic Action 1 Details
Key Strategic Action 1: Ensure budget development process is effectively communicated to stakeholders and aligned with district priorities.

Progress Measure (Lead: Original Leads:
-Develop and publish a budget planning calendar.
-Develop a tracking document to illustrate the significant differences in budget planning from prior year.
-Report budget assumptions to stakeholders.
-Survey budget owners to guide funding allocations.

Plan of Action:
1. Develop a comprehensive, user-friendly budget development guide that is easily accessible by all stakeholders
2. Increase stakeholder engagement by encouraging active participation and involvement
3. Provide training to stakeholders to enhance understanding of the budget process, their roles, and the impact
4. Establish a feedback loop to monitor and ensure growth of stakeholders understanding

Outcome Measure (Lag): Original Long-Term Outcomes:
-Survey data related to stakeholder understanding of the annual budgeting process will increase from ____ to ____ by 2029
-By August 2027, stakeholders will be provided information on how survey data impacted budget decisions

Proposed Long-Term Outcome: By August 2027, the district's budget development process will be aligned with district priorities, allowing stakeholders opportunities to provide meaningful input.

Dates/Timeframes: 2029

Staff Responsible for Monitoring: Carrie Simpson, Kallen Vaden

Collaborating Departments: Budgetary Services, Business & Financial Support Services

Problem Statements: Financial Stewardship 4

Funding Sources: Campus Title I Allocations - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - $15,635,450, Campus Title I Parenting Allocations - 211/PAR - ESEA, Title I Parent Involvement - 211.00.0000.00.999.00.PAR - $164,346, Title I PNP Allocations - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - $41,316, Title II PNP Allocations - 255 - ESEA Title II - 255.00.0000.00.999.00.000 - $21,750, Title IV PNP Allocations - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - $12,180, Bilingual/ESL Campus Allocation - 165 - Bilingual/ELL - 165.00.0000.00.999.99.000 - $363,370, SCE Campus Allocations - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - $4,037,202, GT Campus Allocations - 177 - Gifted/Talented - 177.00.0000.00.999.00.000 - $455,059

Key Strategic Action 2 Details

Key Strategic Action 2: Expand transparency of financial data.

Progress Measure (Lead: Original Leads:
-By January 2025, prepare quarterly trend analysis of General Fund expenditures and revenue budgets posted in board newsletter.
-By January 2026, the General Fund expenditures and revenue budgets variance from actual provided to board and posted on website monthly for last half of year.
-Starting July 2025, audit preparation checklist will be updated monthly with quarterly progress reports to the board.
-By June 2026, post items on district website to improve transparency as recommended by Comptroller.
-Survey stakeholders on perceived level of financial transparency.

Plan of Action:
1. Initiate an education campaign to highlight the District's financial transparency efforts
2. Simplify access to financial data on the district website to improve navigation
3. Pursue additional transparency awards and ratings to demonstrate commitment to transparency and accountability

Outcome Measure (Lag): Original Long-Term Outcomes:
-Create reports to expand the transparency of General Fund revenue and expenditures.
-External financial audit, without significant findings, submitted timely to Texas Education Agency annually (FIRST report indicator).
-The district will achieve additional Comptroller transparency awards by August 2026.
-Survey data related to financial transparency amongst stakeholders will improve from ____ to ____ by 2029.

Proposed Long-Term Outcome: By June 2029, the district will expand transparency of the District's financial data through an education campaign, including showcasing financial awards and ratings.

Staff Responsible for Monitoring: Melanie Jones, Kallen Vaden

Collaborating Departments: Financial Reporting, Business & Financial Support Services

Problem Statements: Financial Stewardship 5

Goal 2 Problem Statements:

Financial Stewardship

Problem Statement 4: The district's current budget development process is perceived to lack alignment with district priorities and meaningful stakeholder engagement **Root Cause**: *Perceived lack of communication to allow stakeholders to provide feedback that influences budget decisions *State and federal funding constraints complicate stakeholders' ability to fully understand the intricacies of complex funding allocations

Problem Statement 5: A perception exists that the district's financial transparency is limited, impacting stakeholder trust and engagement in budget decisions **Root Cause**: *Stakeholders are not aware of the financial transparency currently in place on various websites *Financial data is spread across multiple District web pages, making it challenging to navigate *Insufficient communication strategies

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

    Summative Evaluation: Some progress made toward meeting Goal

Key Strategic Action 1 Details
Key Strategic Action 1: Design a process to align policies and procedures.

Progress Measure (Lead: Original Lead:
-All administrative procedures and local board policies related to operational departments will be reviewed by stakeholders every 3 years.

Plan of Action:
1. Map procedures to corresponding policies
2. Establish a procedure and local board policy review timeline
3. Align policy and procedure training with onboarding and professional development
4. Create channels for employees to provide input on effectiveness of policies and procedures

Outcome Measure (Lag): Original Long-Term Outcome: Survey data related to employee understanding of relevant admin procedures and local board policies will increase from _____ to _____ by 2029.

Proposed Long-Term Outcome: By June 2029, ensure alignment of all departmental guidelines, administrative procedures and local and legal board policies.

Dates/Timeframes: 2029

Staff Responsible for Monitoring: George Ybarra, Dean Murphy, Taresa Moosman, Adam Rich

Collaborating Departments: Purchasing & Warehouse Services, Network Communications, Desktop Operations, Facilities Services

Problem Statements: Financial Stewardship 6

Key Strategic Action 2 Details

Key Strategic Action 2: Create recognition programs that celebrate excellence in alignment with district policies and procedures.

Progress Measure (Lead: Original Leads:
- Comprehensive list of responsibilities and measurable goals tied to performance evaluations by August 2027.
- Develop a criteria for awarding employee recognitions for department based employees.

Plan of Action:
1. Engage employees in the recognition program design
2. Expand recognition initiatives across divisions
3. Highlight both individual and team success
4. Track employee satisfaction through regular surveys
5. Adjust programs based on feedback

Outcome Measure (Lag): Original Long-Term Outcomes:
-Operations department employee satisfaction will increase from _____ to _____ by December 2029.
-Operations department recognition programs will expand to all departments by 2029.

Proposed Long-Term Outcome: By June 2029, the district will see an increase in employees feeling valued and recognized for their compliance with district polices and procedures and commitment to excellence.

Staff Responsible for Monitoring: Terri D'Spain, Sheila Ham, Steve Smith

Collaborating Departments: Accounting, Financial Services, School Nutrition (Input from HR)

Problem Statements: Financial Stewardship 7

Goal 3 Problem Statements:

Financial Stewardship

Problem Statement 6: Lack of alignment between policies and procedures leads to inconsistencies in operations and decision making   **Root Cause**: *Limited stakeholder engagement in policy and procedure development and updates *Inadequate or inconsistent communication and training of policy and procedure updates *Outdated or overly complex procedures

Problem Statement 7: The district lacks employee job satisfaction programs that celebrate high performers and set benchmarks for success in implementing department processes **Root Cause**: *Recognizing employees for their contributions enhances job satisfaction and morale *Acknowledgement promotes a sense of belonging and teamwork among staff *Aligning recognition with organization objectives contributes to the district's success

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

    Summative Evaluation: Some progress made toward meeting Goal

Key Strategic Action 1 Details
Key Strategic Action 1: Redesign training programs to align with employees' job responsibilities, knowledge and skills.

    Progress Measure (Lead: Plan of Action:
1. Develop a training needs assessment
2. Develop tailored training programs by job duties
3. Implement ongoing feedback mechanisms
4. Monitor training outcomes through surveys

    Outcome Measure (Lag): Proposed Long-Term Outcome: By June 2029, survey data will demonstrate that 90% of trainees report that trainings provided by operations departments are effective and relevant.

    Staff Responsible for Monitoring: Tarra Kunz, John Parker, Joseph Schlaudraff, Juan Rivera-Andaluz

    Collaborating Departments: Business & Financial Support Services, Data & Information Services,

    Problem Statements: Financial Stewardship 8

Goal 4 Problem Statements:

Financial Stewardship
Problem Statement 8: The district's training programs necessary for operational efficiency and effectiveness are not always tailored to address the specific training needs of employees   **Root Cause**: *No formal needs assessment process for training design *Training materials carried forward from prior trainings *Inconsistent focus on the needs of the user

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Christianne Shinn	3/3/2025
Child Abuse and Neglect			Christianne Shinn	3/3/2025
Student Welfare: Discipline/Conflict/Violence Management			Christianne Shinn	3/3/2025
Job Description for Peace Officers, Resource Officers & Security Personnel			Christianne Shinn	3/3/2025

Policy Documents & Addendums

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

  Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

  Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

KILLEEN INDEPENDENT SCHOOL DISTRICT
BULLYING PREVENTION PROCEDURES

In line with the commitment to a safe and inclusive learning environment, Killeen ISD ensures the integration of research-based content into instructional practices to effectively prevent bullying behaviors.

1. Killeen ISD elementary campuses will deliver explicit direct instruction to help students identify and report bullying, including cyberbullying incidents every school year. This instruction will include the facilitation of age-appropriate classroom discussions encouraging peer intervention if/when bullying occurs and help students understand that bullying is rooted in a need for enhanced social and coping skills, rather than an inherent trait. Curriculum for instruction will be provided annually to campuses by Guidance Services.

2. Killeen ISD secondary campuses will provide targeted instruction on bullying behaviors every school year. This targeted instruction will include the facilitation of classroom or school-wide discussions to discourage bullying as a means of gaining social status and highlight the role of reporting in fostering a secure and respectful school community. Curriculum for instruction will be provided annually to campuses by Guidance Services.

3. All staff members will complete annual training from the Texas School Safety Center on legal bullying requirements and prevention.

4. To establish measurable indicators to cultivate a positive school culture and foster healthy relationships between students and staff, KISD will utilize yearly age-appropriate surveys with relevant bullying-related questions. Campus administrators, with support from the KISD School Safety Department and Guidance Services, are responsible for developing and implementing action plans based on survey outcomes to address bullying concerns.

5. Each campus will establish a campus-level committee comprised of parents and, for secondary campuses, secondary-level students. These committees are tasked with implementing preventive measures and wellness initiatives targeting bullying. Committees may be integrated into existing structures, such as the campus site-based decision-making committee or the campus conduct committee, meeting the set criteria.

6. To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee in accordance with Board Policy FFI (Local).

   a. To report an incident of bullying, a parent or student may complete the KISD Bullying or Threat Reporter form online (https://forms.killeenisd.org/Forms/BullyReporter). This form may be filled out anonymously.

   b. The KISD School Safety Department Bullying Investigation Timeline details the three-day district investigation window from initial notification of a bullying allegation. Absent extenuating circumstances, the bullying investigation should be completed within three district business days, however, the campus

administrator will inform parents if additional time shall be necessary to complete a thorough investigation.

7. Killeen ISD has research-based strategies, both prevention and intervention, for students engaging in bullying behaviors and those affected by such behaviors including, but not limited to, the following supports:

   a. Third-party Social and Emotional Learning Curriculum
   b. District-created Social and Emotional Learning Curriculum
   c. Social and Emotional Learning Specialists
   d. Restorative Practices
   e. Safe and Supportive Schools Program Behavioral Threat Assessment and Management
   f. Threat Assessment Specialist
   g. Texas Education Agency Recommended Character Traits

8. Killeen ISD utilizes the Bullying Checklist from the Texas School Safety Center to assess bullying incidents and determine appropriate responses.

9. Killeen ISD ensures that all responses to bullying, including cyberbullying, align with state and federal laws concerning students with disabilities.

   This administrative procedure outlines Killeen ISD's adherence to *Texas Education Code* §37.0832 and Board Policy FFI, for establishing effective bullying prevention policies and procedures. It encompasses integrated instruction, measuring school culture, forming local committees, developing reporting policies, and implementing research-based interventions.

DATE: August 2023   CONTACT: Assistant Superintendents for Learning Services

| **Program to Address Child Sexual Abuse, Trafficking, and Maltreatment** | The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include: |

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;

2. Age-appropriate, research-based antivictimization programs for students;

3. Actions that a child who is a victim should take to obtain assistance and intervention; and

4. Available counseling options for affected students.

| Training | The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA] |

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

| **Reporting Child Abuse and Neglect** | Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority. |

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.

2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1.   Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

2.   Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1.   A state or local law enforcement agency;

2.   The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the Texas Abuse Hotline Website[1];

3.   A local CPS office; or

4.   If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1.   May be placing a child at risk of continued abuse or neglect;

2.   Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;

3.   Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and

4.   May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1.   Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;

2.   Requiring that a parent or school employee be present during the interview; or

3.   Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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[1] Texas Abuse Hotline Website: http://www.txabusehotline.org

| | ***Note:*** | This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct. |

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:

    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or

    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1.   Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2.   Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3.   Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

STUDENT WELFARE   FFH
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION   (LOCAL)

District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.
	The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.
Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.
	The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.
Notification of Outcome	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action *Prohibited Conduct*	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
Corrective Action	Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of

areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Title IX Sexual Harassment

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;

- Consider the complainant's wishes with respect to supportive measures; and

- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;

2. An objective evaluation of all relevant evidence;

3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;

5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;

6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;

7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;

8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

STUDENT WELFARE   FFH
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION   (LOCAL)

Access to Policy and   Information regarding this policy and any accompanying proce-
Procedures   dures shall be distributed annually in the employee and student
                                 handbooks. Copies of the policy and procedures shall be posted
                                 on the District's website, to the extent practicable, and readily
                                 available at each campus and the District's administrative offices.

Killeen Independent School District
Job Description

Job Title: Police Officer
Reports To: Chief of Police
FLSA Status: Non-exempt

SUMMARY:
To provide a safe environment for students and patrons of the district by performing assigned duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

Enforces all laws of the State of Texas that come to the attention of the police that occur within the jurisdiction of the Board of Trustees.

Investigates all criminal offenses that occur within the jurisdiction of the Board of Trustees, or against the district, identifies the perpetrator(s) when possible; and, if appropriate, arrests such perpetrator(s), files appropriate charges, and causes to be placed in jail person(s) the officer has probable cause to believe have committed an offense against the State of Texas, the district, or its employees and/or students while on the property under the control and jurisdiction of the Board of Trustees

Performs all the duties of a licensed peace officer enumerated in the Texas Code of Criminal Procedures Art. 2.12 and 37.081 of the Texas Education Code.

Assists in providing traffic control on contiguous streets at athletic events, school closings or openings, or at any other time deemed necessary by the district to ensure the safety and welfare of students, employees, and school district patrons.

Enforces subchapter C, D, E, and F of chapter 37 of the Texas Education Code.

Exercises discretion in dealing with faculty, students, and the public.

Provides police services at school or district-sponsored activities that occur off school property as authorized by VATS Education Code 37.081 or as deemed appropriate by the district's administration and the Board of Trustees.

Provides other law enforcement functions as deemed necessary by the district's administration, and the Board of Trustees, or the Chief of Police.

Performs such other duties as assigned.

SUPERVISORY RESPONSIBILITIES
This job has no supervisory responsibilities.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. There may be alternatives to the below qualifications as the Board of Trustees may find appropriate. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:
High school diploma or general education degree (GED) and two years related experience in law enforcement.

OTHER QUALIFICATIONS:
Must be willing to work extended hours, weekends and holidays as required. Must possess proficient Computer Skills, including experience using PC and laptop computers with Windows 7 and 10, and Microsoft Office.

FIREARMS QUALIFICATIONS:
Must be able to operate and qualify with a pistol, shotgun and (if required) rifle. Qualification is in accordance with TCOLE standards.

LANGUAGE SKILLS:
Ability to read, write and interpret documents such as policies, rules, law books, and procedure manuals. Ability to write essential reports and correspondence. Ability to speak effectively before members of the board of trustees, administrators, teachers, students, parents, law enforcement agencies, and general public.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

REASONING ABILITY:
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to exercise discretion between ethnic and culture differences.

CERTIFICATES, LICENSES, REGISTRATIONS:
Valid Texas Peace Officer's License and a valid Texas Driver's license.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must possess the physical strength and skills to restrain combatants and to apply accepted defensive tactics.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to stand, walk, and sit. The employee is required to operate a vehicle for extended periods. The employee is occasionally required to use hands to finger, handle, or feel and reach with hands and arms. The employee must be able to do moderate lifting and carrying 15-44 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Must be able to successfully complete district approved police applicant physical agility test.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Revised Date: June 20, 2018

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Killeen Independent School District
Job Description

Job Title: School Safety Specialist
Department: School Safety
Reports To: Director for School Safety

SUMMARY To provide assistance to the Director for School Safety by performing Project Manager responsibilities and by identifying surveillance systems related needs of the district. To prepare project scopes, budgets, and design of capital improvement projects and to perform surveillance systems project management.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

Manages and implements safety initiatives for the school district.

Monitors server status, configures and updates server software as required for district wide security systems.

Coordinates and assists in the development of surveillance systems.

Develops project scope for surveillance systems.

Performs quantity and cost estimates for surveillance projects.

Performs installation project management for surveillance system.

Monitors and troubleshoots all existing district & campus technology hardware and software.

Trains campus & district administrators how to utilize camera software and provides assistance as needed.

Creates and prepares camera footage for campus administrators, KISD Police and outside Police Agencies.

Coordinates project schedules with other department staff, contractors and campus administrators.

Coordinates and supervises contractors who are employed daily by the district to do video surveillance issues.

Oversees the School Safety budget to include all cost for video surveillance systems.

Acquires surveillance systems materials, equipment and contracted services in accordance with district policies.

Performs installation project "close-out" commissioning.

Performs estimate verses actual cost accounting for all surveillance projects.

Submits work order to correct identified faulty system conditions and monitors completion.

Performs other duties as assigned.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include training, planning, assigning, directing work and addressing video surveillance complaints and resolving problems.

QUALIFICATIONS To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.   There may be alternatives to the below qualifications as the Board of Trustees may find appropriate and acceptable. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
High school diploma or general education degree (GED) and five years experience in related field.

LANGUAGE SKILLS
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from vendors, administrators, principals, and staff.

MATHEMATICAL SKILLS
Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and QUALIFICATIONS
Must be familiar with computers, such as word processing, e-mail, and internet.

PHYSICAL DEMANDS The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee is occasionally required to stand; walk; sit; use hands to finger, handle, or feel; and talk or hear. The employee must occasionally lift or carry (less than 15 pounds). Specific vision abilities required by this job include close vision, distance vision, and color vision.

WORK ENVIRONMENT The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

Date: September 15, 2015

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Killeen Independent School District

Job Description

Job Title:	Chief of Police	**Exemption Status/Test:** Exempt/Professional
Reports to:	Superintendent	**Date Revised:** June 28, 2023
Dept./School:	School Safety	**Pay Grade:** AM8

Primary Purpose:

> Provides a safe environment for district students and personnel throughout each campus and extracurricular activities by performing assigned duties personally or through others.

Qualifications:

Education/Certification:
Bachelor's degree, preferred, Associate's degree or equivalent (60 semester hours) and five years related law enforcement experience, required.

Peace Officer's License with Masters Certification and Texas Driver's license.

Major Responsibilities and Duties:

Supervises and manages the schedules and diverse tasks of the Peace Officers.

Assists in preparation of the annual proposed budget.

Provides research and/or acquisition of operational needs for the department.

Coordinates daily operations to ensure effective law enforcement.

Provides support through policy development to accomplish assigned tasks easily and concise.

Provides adequate training and recommends equipment to accomplish given tasks efficiently and effectively.

Develops a skill development program in accordance with TCLEOSE/district requirements.

Exercises discretion in dealing with administration, faculty, staff and public.

Enforces all laws of the State of Texas, including municipal and county ordinances that come to the attention of the police and occur within the jurisdiction of the district's Board of Trustees.

Investigates all criminal offenses that occur within the jurisdiction of the district's Board of Trustees, or against the district, identifies the perpetrator(s) when possible; and, if appropriate, arrest(s) such perpetrator(s), files appropriate charges, and causes to be placed in jail persons the officer has reason to believe are guilty of an offense against the State of Texas, the district, or its employees and/or students

while on the property under the control and jurisdiction of the district's Board of Trustees (This duty/responsibility does not apply to employees of the district unless the offense occurs in the officer's presence).

Performs all the duties of a licensed Peace Officer enumerated in the Texas Code of Criminal procedures and the Texas Education Code.

Assists in providing traffic control on contiguous streets at athletic events, school closings or openings, or at any other time deemed necessary by the district to ensure the safety and welfare of students, employees, and school district patrons.

Enforces subchapter C, D, E, and F or chapter 37 of the Texas Education Code.

Provides police services at school or district-sponsored activities that occur off school property as authorized by VATS Education Code 37.081 or as deemed appropriate by the district administration and the Board of Trustees.

Coordinates program concerns with the Superintendent.

Coordinates daily responsibilities with the appropriate school principals and/or directors.

Investigates and makes recommendations on all complaints and accusations made against district officers.

Remains current with court rulings pertaining to police activity and ensures the compliance of district officers to minimize vicarious liabilities.

Develops and updates written policies that reduce and eliminate liability issues from arising.

Maintains rapport and good working relationship with local law enforcement agencies.

Performs such other duties as assigned.

Supervisory Responsibilities:

Supervises, evaluates, and recommends the hiring and firing of police officers, and department auxiliary staff.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Ability to use peripheral devices, high level language programming concepts, data management software, and application development tools.

Posture/Physical Demands: Prolonged sitting; regular kneeling/squatting, bending/stooping, pushing/pulling, twisting. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to sit and talk or hear, to use hands to finger, handle, or feel,

and to stand and walk. The employee is required to regularly lift and carry (less than 15 pounds). Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Motion: Repetitive hand motion; frequent keyboarding and use of mouse; regular walking, grasping/squeezing, wrist flexion/extension, reaching; may climb ladders.

Lifting: Regular moderate lifting and carrying (up to 44 pounds); occasional heavy lifting and carrying (45 pounds and over).

Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Occasional district-wide travel to multiple campuses, as assigned. The noise level in the work environment is usually moderate.

Mental Demands: Work with frequent interruptions; emotional control under stress.

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Killeen ISD Title I, Part A LEA Program Plan Required Descriptions

Description 1
ESSA *§1112(b)(1)*
How the LEA will monitor students' progress in meeting the challenging State academic standards by 1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2. Identifying students who may be at risk for academic failure; 3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
1. Individual campuses engage in a comprehensive needs assessment and design a campus improvement plan that identifies strategies designed to address the root cause of the campus needs and improve student achievement. The comprehensive nature of the needs assessment ensures that the needs of all students are considered when designing a well-rounded education program. District level strategies will be found under Goal 1 of the District Improvement Plan. 2. Beginning, middle, and end of year benchmark assessments are used to identify students who may be at risk for academic failure. In addition, students are identified using common unit assessments, classroom formative assessments, and the 15 state identified at risk criteria. 3. All campuses schedule an intervention block during the school day and provide opportunities for after school tutoring. Additional staff may also be used to provide push-in and/or pull-out instructional services to students in need of assistance. District level strategies will be found under Goal 1 of the District Improvement Plan. 4. The district offers ongoing professional development on evidence-based strategies designed to build teacher and leader capacity, strengthen academic programs, and improve school conditions for learning. Many of these strategies will be found under Goal 2 of the District Improvement Plan.
Description 2
ESSA *§1112(b)(2)*
How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.
The Human Resource Department manages and monitors teacher certification, waiver programs, TIA notifications, etc. The district participates in the Teacher Incentive Allotment (TIA) as a means of encouraging our best teachers to work at our highest poverty campuses. We partner with local Institutes of Higher Education to facilitate Alternative Education paths for teacher certification. We utilize a new teacher induction program as well as a mentoring program to strengthen and support teachers. In addition, we offer on-going evidence-based professional development to meet identified teacher needs. Many of these strategies will be found under Goal 2 of the District Improvement Plan.
Description 3
ESSA *§1112(b)(3)*
How the LEA will carry out its **School Support and Improvement activities** responsibilities under Section 1111(d)(1) and (2)
Each school identified for support develops and implements an improvement plan that is based on a school level needs assessment and that includes evidence-based interventions. Campuses are supported by their Executive Director and other district leadership in the development and implementation of the plan. Campuses identified for Comprehensive Support and Improvement engage in the Effective Schools Framework. Campuses identified for Targeted support or Additional Targeted support may also participate in the Effective Schools Framework. Supplemental staff are provided to campuses based on the level of identified support needed.
Description 4
ESSA *§1112(b)(4)*
The poverty criteria that will be used to select school attendance areas under Section 1113
Eligible school attendance areas are determined by grade span. All campuses with a poverty percentage greater than 75% are served as Title I, Schoolwide regardless of grade span. Elementary and middle school campuses with a poverty percentage of 40% or higher are served as Title I, Schoolwide. High School campuses are currently not served as no high school has a poverty percentage greater than 75%.

Description 5
ESSA *§1112(b)(5)*
The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.
Title I served campuses operate Schoolwide programs. No campuses are currently served under Targeted Assistance. Title I, Schoolwide programs are campus-based programs that are articulated in the goals, objectives, and strategies of the individual campus improvement plans (CIPs). All CIPs are developed after conducting a comprehensive needs assessment with the meaningful involvement of stakeholders. As such, each CIP is unique and reflects the prioritized needs, strategies, and resources for each campus.
Description 6
ESSA *§1112(b)(6)*
The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act
KISD implements the McKinney-Vento Homeless Assistance Act through the Homeless Awareness and Response Program (HARP). Every campus has at least one HARP Campus contact who assists with the enrollment and identification of students experiencing homelessness. Services include: enrollment even if required documents are not available, free breakfast and lunch, school of origin transportation, school supplies, emergency food boxes, access to the community clothes closet, referrals for immunizations, opportunities to participate in seasonal outreach projects or receive additional resources and services as needed and/or available.
Description 7
ESSA *§1112(b)(7)*
The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116
KISD employs a full-time parenting specialist who organizes and facilitates parent and family engagement activities as outlined in the Parent and Family Engagement Policy. This includes district sponsored activities as well as activities resulting from community partnerships. She also assists campuses with meeting their own Title I parent and family engagement requirements and provides training and support to campus parent liaisons. Ongoing two-way communication is facilitated through newsletters, district briefs, social media, a communication app, and other communication methods. In addition, the district hosts quarterly meetings of a parent committee that consists of at least one representative from each campus. Parent questions and concerns drive the agenda of the meeting and related district leadership are on hand to answer questions and provide relevant information. Additional strategies related to parent and family engagement can be found under Goal 3 of the District Improvement Plan.
Description 8
ESSA *§1112(b)(8)*
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.
Title I campuses that employ a parent liaison offer an early literacy club for not yet in school aged children living in the Title I attendance zone. These classes teach and reinforce literacy and language development skills for the children and model strategies for the parents to implement at home. In addition, our elementary campuses host Pre-K and Kindergarten Round-Up over the summer as an opportunity for families to enroll the incoming students, view the campus, ask questions, and receive information specific to their needs.
Description 9
ESSA *§1112(b)(9)*
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A
No campuses are currently served under Targeted Assistance.
Description 10
ESSA *§1112(b)(10)*
How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]

1. Coordination with institutions of higher education, employers, and other local partners; and
2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Students transitioning from middle school to high school participate in either a structured visit to their feeder high school campus and/or a transition activity in which the feeder high school counselors and related staff come to the middle school and present relevant information and answer questions. These events may also be offered in the evenings to address the needs of parents and families as well.
Students transitioning from high school to college, the military or the work force are provided multiple opportunities to attend academic planning fairs, FAFSA information nights, community resource fairs, etc.
KISD has an Early College High School, partners with local institutes of higher education to offer dual credit courses and provides career and academic counseling to students.

Description 11
ESSA *§1112(b)(11)*
How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students
KISD provides ongoing opportunities for professional development in the areas of classroom management, positive relationship building, student engagement, and de-escalation strategies. The district has also instituted Restorative Practices as the district model and provides ongoing training for teachers, leaders, and relevant staff. Individual teachers are supported at the campus level through mentors, campus leadership, T-TESS goals, and individual growth plans.

Description 12
ESSA *§1112(b)(12)*
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]
1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
2. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit
Not applicable at this time. No campuses within the high school grade span are currently served under Title I and thus no Title I funds are spent toward these activities.

Description 13
ESSA *§1112(b)(13)*
Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]
1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
Title I funds are not expended at the district level for these activities.
When identified in a campus needs assessment and addressed through the campus improvement plan, campus allocations may be spent to address the needs of gifted and talented students.