

Killeen Independent School District

District Improvement Plan

2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

About Our District

The Killeen Independent School District (KISD) is a thriving school system in Central Texas. It covers a large area including Killeen, Harker Heights, Nolanville, and the Fort Cavazos military base. KISD is the 24th largest school district in Texas, with 43,839 students. There are 32 elementary schools, 11 middle schools, six high schools (including an Early College High School), and five specialized campuses.

Our Team

KISD is a significant employer in the area, with 6,026 full-time staff members. This includes teachers (43.6%), educational aides (13.9%), auxiliary staff (27%), professional support (11.5%), campus administrators (3.1%), central administration (0.6%), and the Board of Trustees. The Board of Trustees is made up of seven elected members who serve three-year terms.

Experienced Teachers

Our dedicated teachers have an average of 10.1 years of teaching experience and 8 years in our district (higher than the state average by 0.8 years). In the 2021 Texas Academic Performance Report (TAPR), our turnover rate was 16.5%, which was 2.2% higher than the state average at that time. Our turnover rate increased to 18.6% for the 2022 TAPR, however, the state turnover rate increased as well, decreasing the +2.2% difference to +1.1%. Deployment and reassignment of Army personnel is a major contributing factor to our high turnover rate. The current class sizes of our district are higher on average than that of the state.

To further address the hiring and retaining highly qualified teachers, KISD offers a competitive salary, along with other incentives, such as:

- Reimbursement for teachers to obtain their English as a Second Language (ESL) certification
 - Financial stipend for bilingual certified position
 - Teacher referral bonus
 - Teacher Incentive Allotment Incentive Opportunities
 - Additional Certification-based Incentives

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.3	6.3
Average Years Experience of Principals with District	4.8	5.4
Average Years Experience of Assistant Principals	6.4	5.5
Average Years Experience of Assistant Principals with District	6.1	4.8
Average Years Experience of Teachers	10.1	9.3

Average Years Experience of Teachers:	10.1	11.1
Average Years Experience of Teachers with District:	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$50,779	\$51,054
1-5 Years Experience	\$51,581	\$54,577
6-10 Years Experience	\$56,265	\$57,746
11-20 Years Experience	\$61,975	\$61,377
21-30 Years Experience	\$67,393	\$65,949
Over 30 Years Experience	\$73,723	\$71,111
Average Actual Salaries (regular duties only):		
Teachers	\$57,315	\$58,887
Professional Support	\$64,832	\$69,505
Campus Administration (School Leadership)	\$79,266	\$84,990
Central Administration	\$105,802	\$112,797
Instructional Staff Percent:		
	65.6%	64.9%
Turnover Rate for Teachers:		
	18.6%	17.7%

Diverse Student Population

Our student body reflects a rich diversity. According to Public School Review, Killeen ISD ranks in the top 1% of the most diverse school districts in Texas with 81% minority enrollment.

Further details highlighting our diverse student demographic:

- 49.3% Female (State- 48.9%)
- 50.7% Male (State- 51.1%)
- 34.2% African American (State- 12.8%)
- 32.8% Hispanic (State- 52.8%)
- 19.1% White (State- 26.35)
- 0.5% American Indian (State - 0.2%)
- 2.3% Asian (State- 4.8%)
- 2.1% Pacific Islander (State- 0.2%)
- 9.2% Two or More Races (State- 2.9%)

Special Programs and Services

KISD proudly supports a range of student needs. Of note, our student mobility rate of 25.4% is nearly double that of the state, whereas our military-connected rate of 27.8% is over eight times that of the state. This creates a unique challenge for our district in particular.

Our Dyslexia, Special Education, 504, At-Risk, and Economically Disadvantaged rates are also all higher than the state percentages, validating our emphasis on supporting our special program students.

Our Special Education, Dyslexia, and economically disadvantaged programs have all seen a less than 1% increase compared to the previous school year. Our percentage of At-Risk students has increased by 11.5% from the following year.

- 6.5% Dyslexia (State- 5.9%)
- 10.9% 504 (State- 7.4%)
- 14.4% Special Education (State 11.6%)*
- 3.1% Gifted and Talented (State- 8.0%)*
- 11.2% Emergent Bilingual (State- 21.7%)
- 10.4 % Bilingual/ESL (State- 21.9%)
- 25.4% Student Mobility Rate (State- 13.6%)*
- 27.8% Military Connected (State- 3.3%)*
- 58.5% At-Risk (State- 53.5%)
- 61.9% Economically Disadvantaged (State- 60.7%)
- 0.6% Homeless (State- 1.1%)
- 0.6% Foster Care (State- 0.3%)

Mobility Definition: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks). The district mobility rate reflects school-to-school mobility within the same district or from outside the district.

Attendance, Graduation, and Dropout Rates

After Covid 19, our attendance rate, along with that of the state, dropped. Based on the 2022 TAPR, Killeen ISD has an overall attendance rate of 91.8% with a chronic absenteeism rate of 25.9% (as compared to the state chronic absenteeism rate of 15%). This is most likely a strong contributor to our increased dropout rates at grades 7-8 (1.3%) and grades 9-12 (2.8%). For the class of 2021, 88.6% of students graduated within four years and 6.7% dropped out.

For the 2020-2021 annual graduates, 11.4% of our graduates were special education students (as compared to 8.6% for the state), and 59% were at-risk graduates (state- 43.4%). Overall, Killeen ISD is graduating more at-risk and special education students than the state, considering our general demographics.

Demographics Strengths

- Killeen ISD ranks in the top 1% of the most diverse school districts in Texas with 81% minority enrollment
- Teacher salaries remain competitive with state/local comparable districts.
- Approximately 31% of teachers in KISD have an advanced degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The KISD staff turnover rate is higher than the state, which creates a continued need to hire and retain quality teachers, to include teachers of special populations (SPED, Bilingual, etc.).

Problem Statement 2: Killeen ISD has a significant number of students identified as Homeless and Foster Care.

Student Learning

Student Learning Summary

Student Learning Overview

During the 2022-2023 school year, students in grades 3-12 underwent STAAR/EOC assessments to gauge their learning progress. These evaluations provided valuable insights, enabling us to refine our strategies and offer targeted support where necessary.

Performance Snapshot

Our performance for the 2021-2022 academic year resulted in a rating of 76/100. The accountability rating for the 2022-2023 academic year will not be available until late fall 2023.

Domain I: Academic Achievement

Based on released STAAR/EOC results for 2022-2023, some notable highlights include:

- % Improvement in Meets Grade level from 2022
 - English 1- 5.98%
 - Biology- 4.18%
 - Grade 8 Math- 5.73%
 - Grade 7 Math- 8.60%
 - Grade 6 Reading- 9.47%
 - Grade 5 Science, Spanish- 3.57%
 - Grade 5 Reading, Spanish- 17.13%
 - Grade 5 Math- 3.44%
 - Grade 4 Math- 5.90%
 - Grade 3 Math- 4.25%
- % Decrease in Meets Grade level from 2022
 - English 2- -3.19%
 - Grade 4 Spanish- -17.14%
 - Grade 4 Reading- -4.64%
 - Grade 4 Math, Spanish- -5.71%
 - Grade 3 Math, Spanish- 3.60%

Board Goals

According to House Bill 3, Texas 86th Legislative Session, by 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree. In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a preK through 12th-grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public preK through 12th-grade educational continuum:

- Sixty percent of all students meeting the state's "Meets" standard at third-grade reading and math

- Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education' or (3) enrolling in the military.

In alignment with the State's 60x30TX goal, the Killeen ISD School Board also set goals for 3rd-grade Literacy and Math, as well as goals for grades 4-8 in Literacy and Math, as seen below. Some notable highlights include:

- Literacy
 - 4th, 7th, and 8th-grade Literacy scores decreased overall from 2022
 - 6th grade increased by 9% from 2022
 - 6th grade has the farthest to progress, needing nearly 3% growth each year to meet the 60x30TX goal
 - 5th grade currently has the highest percentage and only needs 1.3% increase each year to meet the 60x30TX goal
- Math
 - All grades except for 6th grade increased overall from 2022; 6th grade decreased by 1%
 - 6th grade has the farthest to progress, needing at least 4.9% growth each year to meet the 60x30TX goal
 - 5th grade has the highest percentage, needing at least 2.6% each year to meet the 60x30TX goal

The KISD School Board uses the middle-of-the-year NWEA MAP scores to currently monitor progress on projected STAAR scores. For additional longitudinal data, see the Percentage of Students at Meets Addendum.

	2022 Meets %	2023 Board Goal %	2023 Meets %	% Increase from 2022	% Needed by 2030	% needed each year to meet 60% by 2030
Literacy						
3rd	44%	52%	45%	1%	15%	2.1%
4th	47%	54%	42%	-5%	18%	2.6%
5th	51%	57%	51%	0%	9%	1.3%
6th	31%	42%	40%	9%	20%	2.9%
7th	43%	54%	41%	-2%	19%	2.7%
8th	47%	56%	45%	-2%	15%	2.1%
Math						
3rd	33%	42%	38%	5%	22%	3.1%
4th	31%	41%	37%	6%	23%	3.3%
5th	39%	47%	42%	3%	18%	2.6%

	2022 Meets %	2023 Board Goal %	2023 Meets %	% Increase from 2022	% Needed by 2030	% needed each year to meet 60% by 2030
6th	27%	37%	26%	-1%	34%	4.9%
7th	20%	29%	28%	8%	32%	4.6%
8th	24%	38%	29%	5%	31%	4.4%

TELPAS Composite Scores

TELPAS composite scores show the overall English language proficiency rating (Beginning, Intermediate, Advanced, and Advanced High) of our Emergent Bilingual students.

Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High	
		#	% of Total	#	% of Total	#	% of Total	#	% of Total
First Year	1153	351	30.44%	431	37.38%	216	18.73%	153	13.27%
Second Year	1036	135	13.03%	561	54.15%	322	31.08%	18	1.74%
Third Year	948	71	7.49%	402	42.41%	402	42.41%	73	7.70%
Fourth Year	920	38	4.13%	357	38.80%	415	45.11%	110	11.96%
Five or More Years	4746	85	1.79%	1770	37.29%	2268	47.79%	621	13.08%

College and Career Readiness

Over 53% of the 2021 graduates met the criteria for College, Career, and Military Readiness (CCMR). Anticipations for the class of 2022 indicate a rise to 64%. In contrast, the four-year graduation rate for the class of 2021 stood at 88.6%, slightly below the state's 90% average. Final data for the class of 2022 will be included in the 2022-2023 accountability ratings. Based on preliminary data, some notable highlights for 2022 district graduates include:

- % of district graduates meeting CCMR criteria in the designated area
 - 9.4% CCMR Ready (+6.9% from 2021)-preliminary data does not include military
 - In alignment with 60x30TX goals for the state, this is extremely close to the 60% goal set.
 - 36% in both ELA and Math TSI (+3.3% from 2021)
 - 51% in ELA TSI (+2.5% from 2021)
 - 45% in Math TSI (+9.9% from 2021)
 - 6% Associate's Degree (-1.3% from 2021)

- 8% Advanced Placement (AP) (+.5% from 2021)

Graduation Rate Component

All but one high school improved their graduation rate raw score from 2022 to 2023. Graduation rates for the class of 2022 will reflect on the 2023 TAPR, as graduation and CCMR rates are calculated based on the previous year's graduating class. *Note- "Scaled Score" reflects the score based on the new accountability formula. The methodology can be found on page 1 of the TAPR Glossary under Addendums.

	Graduation Rate (or Annual Dropout Rate) Component			
	2022 Raw Score	2022 Scaled Score	2023 Raw Score	2023 Scaled Score
High Schools				
(014906001) - Killeen H S	96.4	90	93.8	65
(014906002) - C E Ellison H S	96.2	90	96.7	80
(014906007) - Harker Heights H S	95.7	85	96.2	80
(014906008) - Robert M Shoemaker H S	91.5	65	92.4	65
(014906013) - Killeen ISD Early College H S	97.7	90	98.9	90
(014906015) - Chaparral H S				
(014906006) - Pathways Academic Campus	89.4	80	91.9	70

Domain II: School Progress

The School Progress domain measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of students relative to districts or campuses with similar economically disadvantaged percentages.

Part A - Student Growth- While official ratings for 2023 are not yet available, some notable highlights from our preliminary data include:

- Elementary Schools
 - 29% have an Academic Growth Rating over 70%
 - 39% have an Academic Growth Rating below 60%
- Middle Schools

- 18% have an Academic Growth Rating over 70%
- 45% have an Academic Growth Rating below 60%
- High Schools
 - 86% have an Academic Growth Rating over 70%
 - 0% have an Academic Growth Rating below 60%

Preliminary data for our Academic Growth Summary estimates that out of all students tested, the district earned a score of 64. This score awards a point for each student who showed growth and then an additional 1/4 point for each HB4545 student who showed accelerated growth:

- Annual Growth Summary (all students tested)
- Annual Growth Score: 61
 - 32.5% of students earned 0.0 pts (they did not show growth)
 - 12.4% of students earned 0.5 pts (they showed some growth)
 - 55.1% of students earned 1.0 pts (they showed growth)
- HB4545 designated students, also known as students in need of accelerated learning (failed the STAAR test the previous year):
 - 4545 Performance Score: 41
 - 59.1% of students earned 0.0 pts (they did not show growth)
 - 40.8% of students earned 1.0 pts (the showed growth)

Part B - Relative Performance

At the beginning of the 2023-2024 school year, 61.86% of our students were economically disadvantaged and 61.01% of our students are receiving Title 1 services.

Domain II: Closing the Gaps

The Closing the Gaps domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align to the state accountability system with Every Student Succeeds Act (ESSA). There are four components evaluated in the Closing the Gaps domain: Academic Achievement, Growth or Graduation, English Language Proficiency, and School Quality or Student Success.

State-reported data for 2023 is not yet available, but according to the 2022 data, our equity gap report for Math/Reading (including Spanish 4-5) combined for grades 4-8 the following shows:

- The percentage of all students that met grade level increased by 26.6% from 2021 to 2022
- Our demographic subgroup currently showing the highest equity gap is African American with a 4.43% gap from 2021 to 2022

	Math/Reading 4-8 (including Spanish)	2020 - 2021	20-21 Gap	2021 - 2022	21-22 Gap	2022 - 2023	22-23 Gap
African American	Total % Meets or Exceeds	31.30%	2.49%	57.34%	4.43%	0.0%	0.0%
White	Total % Meets or Exceeds	33.79%		61.77%		0.0%	
Hispanic	Total % Meets or Exceeds	33.95%	-0.16%	61.60%	0.17%	0.0%	0.0%
Economically Disadvantaged (1,2,9)	Total % Meets or Exceeds	32.87%		62.10%		0.0%	
Non-Economically Disadvantaged	Total % Meets or Exceeds	33.40%	0.53%	55.40%	-6.69%	0.0%	0.0%
All	Total % Meets or Exceeds	33.11%		59.74%		0.0%	

Student Learning Strengths

- Over 53% of KISD graduates were identified as College, Career, and/or Military ready (TAPR, 2021).
- All Math EOC scores increased from 2022 except for 6th grade which only decreased by 1%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The most current data reveals student achievement in tested areas is below the state average in multiple grade levels and student groups.

Problem Statement 2: In order to build a talent-strong Texas, there is a need to increase student achievement so that by 2030, 60% of 3rd-8th grade students score meets grade level or above on STAAR Mathematics and Reading and at least 60% of high school graduates meet a college, career, and/or military readiness indicator.

Problem Statement 3: There is a need to build the capacity of staff through professional learning communities, professional development, and mentoring.

District Processes & Programs

District Processes & Programs Summary

District Processes & Programs Summary

Enhancing Curriculum and Instruction

We are unwavering in our commitment to refining instructional approaches to enhance academic achievement and better prepare our graduates for their future endeavors:

- **Professional Learning Communities (PLCs):** These collaborative learning communities serve as a platform for educators to share insights, ideas, and strategies, fostering a culture of continuous improvement. PLCs facilitate the implementation of standards-based, aligned instruction.
 - Essential practices:
 - Common planning times for content teachers to provide necessary time to collaborate
 - Nearly monthly district-facilitated PLC meetings for campus administration and support to facilitate a unified district vision and mission
 - Content-specific PLC meetings lead by district instructional specialists to share best practices across the district
- **Aligned Instruction:** Our curriculum is meticulously aligned with state standards, ensuring educators deliver engaging and effective instruction. This alignment guarantees a consistent and high-quality educational experience for all students.
 - Essential practices:
 - Monitoring and Coaching the implementation of standards-based, aligned instruction delivered through the Gradual release of responsibility (GRR model) with growth-focused, specific and actionable feedback
 - All teachers receive a minimum of two "coaching walks" throughout the year, followed up with coaching conversations between administrators and teachers
 - Two-Point comparisons between formative assessments and summative assessments to ensure alignment
- **Data-Driven Instruction:** By scrutinizing assessment data, we identify specific areas where students require additional support. This data-informed approach enables us to tailor instruction to address individual learning needs, ensuring that every student has an opportunity to excel.
 - Essential practices:
 - District Curriculum Documents
 - Collaboratively-built Common Unit Assessments
 - Unit Learning Progression
 - Data Analysis Protocol
 - CUA Dashboards
- **Success Criteria and Feedback:** We collaboratively develop success criteria and formative assessments, establishing clear learning targets for our students. Regular feedback helps students monitor their progress and make informed decisions about their learning journey.
 - Essential practices:
 - Expectations for teacher clarity in the classroom, to include visible learning for students

- **Equitable Opportunities:** We are dedicated to providing an equitable learning environment for all students. Efforts include additional support for students who may require it, ensuring an equal educational experience.
 - Essential practices:
 - Dedicated positions for Special Education, 504, EB, Response to Intervention (RtI), and At-Risk students at every campus and at district
- **Current Needs and Obstacles:**
 - Low attendance at professional development sessions
 - Limited staff for coverage for teachers to attend professional development during the school day
 - Time limitations in pacing and instruction due to campus events, district events, absences, and testing
 - Lack of teacher clarity on which resources are available and how to properly use them

Focused Accelerated Instruction

In response to legislative requirements, we provide targeted support for students needing accelerated instruction:

- **Tailored Intervention Strategies:** Students are provided intervention tailored to their needs, based on past and present data, in the smallest groups possible.
 - Essential Practices:
 - Intervention blocks created during the school day to work on online programs for reading and math through Imagine Math (Secondary), ST Math (Elementary), and iLit interventions.
 - Common unit assessment data and tracking dashboards used to identify and cluster students needing Tier 2 intervention during the provided intervention period.
 - Tracking of time spent in interventions using district-created dashboards and processes in order to meet state requirements and increase accountability related to interventions

Nurturing Guidance and Counseling Support

Our Guidance and Counseling Program plays a pivotal role in supporting the well-being of both students and staff. The Guidance and Counseling Program currently supports over 60 counseling positions, serving over 43,000 students in Killeen Independent School District.

- **Mental Health and Wellness Focus:** Community fairs focused on mental health and wellness provide resources, support, and activities to promote emotional well-being among students, families, and community resources.
- **Campus Culture Enhancement:** By fostering a welcoming and supportive campus culture, we encourage collaboration between families and schools, contributing to holistic student success.
- **Social Emotional Learning Initiatives:** Our campuses are actively embracing social emotional learning initiatives, helping students develop essential life skills and emotional intelligence. These initiatives also include Substance Abuse Prevention and Intervention, Suicide Prevention, and Bullying Prevention and Intervention.
 - Essential practices:
 - Self-help resources readily available and continuously updated online and on campuses.
 - Weekly Social Emotional Learning lessons for all KISD students, creating common vocabulary and encouraging open and productive dialogue between staff and students.
- **Current Needs and Obstacles:**
 - Numerous counselor and social emotional specialist vacancies on campuses.

- Higher demand for mental health assistance post-COVID-19, especially for students with gaps in their social growth.
- Clear expectations of what type of support is provided by the school district versus outside entities (Advent Health, as an example)
- Increased need for additional outside resources to provide additional support beyond what the district is able to provide.
- Increased workload on campus counseling staff, preventing the TEA guidelines of counseling staff spending 80% of their workday exclusively on counseling duties.
- Steady increase in the number of suicides, self-harm, and homicidal threats made by student each year, as well as numerous anonymous false threats that tie up already limited resources .
- Continuing need to increase awareness among our school community and provide educators with the training needed to recognize signs, be proactive, and respond appropriately when a student may be a potential victim, and find age-appropriate ways of teaching the students about these dangers.

Ensuring Comprehensive School Safety

Our School Safety & Investigations unit remains vigilant in adapting to evolving threats:

- **Threat Assessment Expertise:** Our specialist team is dedicated to assessing and addressing potential threats, ensuring proactive measures are taken to enhance campus security, including bullying prevention.
- **Enhanced Campus Security:** We're expanding our physical security evaluations to encompass every campus, guaranteeing that all students and staff benefit from the highest levels of safety and security measures.
- **Current Needs and Obstacles:**
 - Additional staff and resources to address the growing demand of threat assessment and physical security evaluations necessary to meet the needs of every campus.

Catering to Diverse Student Needs

Our Special Programs are designed to provide a tailored education for every student:

- **Inclusive Special Education:** We've cultivated a positive and professional culture within our Special Education program, ensuring a supportive learning environment for all students through collaboration among staff, parents, and community members.
- **Section 504 and Dyslexia Focus:** We're committed to identifying and supporting students requiring accommodations. Through training and collaboration, we ensure educators are well-prepared to meet the needs of these students. There has been an increased focus on growing the knowledge base of General Education teachers with regards to dyslexia and Section 504.
- **Language and Bilingual Programs:** We've adapted to new state requirements for English Language Learners, with a focus on teacher certification and standardized language assessment. Our Bilingual Program is dedicated to overcoming challenges in recruiting and retaining certified teachers. As of the 2018-2019 school year, English Language Arts teachers serving Emergent Bilingual students must be ESL certified.

Empowering Multilingual Services

Our Multilingual Services Department is committed to supporting the unique needs of our Emergent Bilingual (EB) students:

- **Bilingual Coaching and Leadership:** Our Biliteracy Team provides instructional coaching and leadership guidance, fostering an inclusive environment that celebrates linguistic diversity. This includes support for bilingual campuses and planning for the Dual Language program.
- **Dual Language Program Expansion:** We are preparing for the implementation of a Dual Language program in the upcoming year

(2023-2024). This program promotes bilingualism and biliteracy while fostering cross-cultural understanding.

- **Collaboration for Equity:** Our collaboration across departments ensures that EB students receive the resources and support they need. This commitment guarantees equitable opportunities for linguistic and academic growth.
- **Current Needs and Obstacles:**
 - Lack of parent and family attendance at department information sessions.
 - Lack of certified ESL teachers, especially in reading and ELA, at the secondary campuses.
 - Need for increased engagement (from teachers, leadership, parents, and community) in additional learning opportunities to build capacity in understanding the various needs of our students as the dual language program expands.

Empowering Educators for Excellence

Our commitment to educator growth and success is unwavering. On average, Killeen ISD hires 500-600 new teachers each school year, and approximately 8.3% of our teachers are beginning teachers (TPRS, 2022). In addition, almost 36% of our teachers have five or fewer years of experience (TPRS, 2022). Therefore, it is critical that we provide ongoing support and professional growth opportunities in order to develop and retain highly effective teachers, especially for our most at-risk students

- **Comprehensive Teacher Support:** New teacher induction programs, ongoing professional development, and mentoring empower our educators. Job-embedded professional learning communities provide continuous growth opportunities.
- **Recruitment and Retention Strategies:** Diversified recruitment efforts attract highly qualified educators. Training sessions and resources ensure success for District of Innovation/waiver teachers.
- **Data-Driven Teacher Incentives:** The Teacher Incentive Allotment (TIA) program rewards effective educators and fosters an environment conducive to growth, ensuring student success. In Spring 2023, over 300 teachers were designated through the TIA program and over 500 teachers received incentive pay. Currently, all STAAR tested subjects are eligible for the TIA. An expansion of the program (to include an additional 50+ courses) is currently field testing in hopes of being included in the 2025-2026 TIA Data capture year.
- **Current Needs and Obstacles:**
 - More resources and training sessions to ensure success of our District of Innovation/waiver teachers, specifically in regards to their certification.

Leveraging Federal Funding for Excellence

We harness federal funding to enrich the educational experience for all.

- **Title I Initiatives:** Federal Title I funding supports schools with higher percentages of economically disadvantaged students, enhancing academic programs, and ensuring equitable learning opportunities.
 - **Essential practices:** A percentage of Title I funds to be allocated in their CIP to meet student needs.
 - A percentage of Title I funds are reserved at the district level to provide professional development in all core subject areas.
- **Title II Professional Development:** Title II funding allows us to provide educators with research-based training to continuously improve their instructional practices.
- **Title III English Language Learners:** Title III funds are utilized to support our Limited English Proficient (LEP) students through professional development, engagement opportunities, and academic support.
- **Title IV Well-Rounded Education:** Title IV funds enable us to provide a well-rounded education, ensuring student safety, promoting the use of

technology, and addressing student well-being.

- Currently, in collaboration with Central Texas College, these finds are used to address the middle school STEM Academy, cyberbullying, and digital citizenship initiatives
- **IDEA-B Special Education Support:** IDEA-B funds empower efforts to provide a free and appropriate public education for students with disabilities. Professional development, safety measures, and personnel additions enhance our special education offerings.
 - Essential practices:
 - Funds currently used to
 - ensure Free and Appropriate Public Education (FAPE) needs.
 - provide professional development to staff that work exclusively with special education students (including, but not limited to, bus monitors, behavior specialists, teachers, and social workers).
 - Fund six Special Education Lead Teachers to model best practices for literacy instruction and assist teachers with writing research-based individual education plans (IEPs).

Instructional Resources and Technology Integration

Leveraging Instructional Technology

We are dedicated to fostering a technologically enriched learning environment that equips students for the demands of the 21st century:

- **Modern Learning Environments:** Our integration of technology encourages creativity, collaboration, and the development of crucial 21st-century skills among students. We've designed classrooms that promote interactive and engaging learning experiences.
- **Integrated Learning Management:** The integration of learning management systems like Schoology empowers educators to seamlessly blend technology into their instructional methods. This enables personalized learning pathways for students and supports professional development for teachers.
- **Data-Driven Insights:** By harnessing data analytics, we gather insights that inform instructional decisions and drive student achievement. These insights ensure tailored support for individual learning needs.

Empowering Educators Through Technology

Our commitment extends to providing educators with the tools they need to deliver effective instruction:

- **Quality Professional Development:** Our instructional technologists are dedicated to offering comprehensive professional development, ensuring educators are proficient in using technology resources to maximize student learning.

Technology for Enhanced Learning

Our dedication to integrating technology into instruction ensures students are well-prepared for the digital age:

- **Equitable Access:** We ensure that all students have access to technology resources, eliminating barriers to learning and fostering equal opportunities for success.
- **Digital Citizenship:** Our focus on digital citizenship equips students with the knowledge and skills needed to navigate the digital landscape responsibly and ethically.
- **Innovative Tools:** By providing cutting-edge digital tools and platforms, we enable educators to engage students in dynamic and interactive learning experiences.

Innovative Programs and Partnerships

We're devoted to offering a diverse array of academic programs to foster student success:

- **Dual Credit and Advanced Placement:** We provide opportunities for students to earn college credit and gain valuable experience through Dual Credit and Advanced Placement courses.
- **Career and Technical Education:** Our Career and Technical Education programs equip students with practical skills and real-world experiences, preparing them for various career paths.
- **STEM Education:** Our STEM programs emphasize science, technology, engineering, and mathematics, nurturing students' problem-solving abilities and critical thinking skills.
- **Early College High School:** This program offers students the chance to earn an associate's degree alongside their high school diploma, preparing them for higher education and future careers.
- **Texas Bio-Science Institute:** This program immerses students in a hands-on, rigorous curriculum focused on biotechnology and medical sciences.
- **Full-Day Pre-Kindergarten:** We provide a comprehensive early education program to ensure that all students start their educational journey on a strong foundation.

Disciplinary Alternative Education Program (DAEP) Objectives and Student Outcomes

The Disciplinary Alternative Education Program (DAEP) within the Killeen Independent School District is dedicated to providing a supportive and tailored educational experience for a diverse range of students. Our DAEP objectives are centered around serving specific student groups, addressing disparities, and fostering positive outcomes for each individual in our program. Through a combination of targeted strategies and comprehensive assessments, we strive to ensure the academic and personal growth of all our DAEP students.

Serving Diverse Student Groups

Our DAEP serves a diverse array of student groups, recognizing the importance of equitable access to quality education. We are committed to addressing overrepresentation and ensuring that each student's unique needs are met. Our program includes:

- **Students from Economically Disadvantaged Families:** We understand the challenges these students may face and work to provide tailored support to help them succeed academically.
- **Ethnic and Racial Representations:** Our DAEP encompasses students from various ethnic and racial backgrounds, contributing to a rich and inclusive learning environment.
- **Students with Disabilities:** We are dedicated to providing a supportive educational setting for students with disabilities, offering specialized services to enhance their learning experience.
- **Limited English Proficiency/English Learners:** Our DAEP recognizes the needs of English learners and provides language support to ensure their successful academic journey.

Measuring Success: Key Outcomes

At the heart of our DAEP's objectives is the pursuit of positive student outcomes. We assess these outcomes through a variety of measures to ensure continuous improvement and student growth. The following key outcomes are closely monitored:

- **Attendance Rates:** We track attendance rates meticulously, understanding the critical link between consistent attendance and academic achievement.
- **Pre- and Post-Assessment Results:** Through pre- and post-assessments, we evaluate students' academic progress and tailor instruction accordingly to promote their growth.

- **Dropout Rates:** We work tirelessly to reduce dropout rates, implementing interventions and support structures that keep students engaged and committed to their education.
- **Graduation Rates:** Our ultimate goal is to guide students toward successful high school graduation. We closely monitor graduation rates to ensure that students leave our program with a diploma in hand.
- **Recidivism Rates:** For students who have had contact with the justice system, we are committed to preventing recidivism. We measure and analyze recidivism rates to assess the effectiveness of our interventions.

By diligently monitoring these outcomes and engaging in ongoing improvement strategies, we aim to create a transformative DAEP experience that empowers each student to overcome challenges, embrace their potential, and thrive in both their academic and personal pursuits. Through collaboration, individualized support, and a commitment to equity, we are dedicated to building a brighter future for all students who come through our DAEP.

District Processes & Programs Strengths

- KISD has a variety of teacher support programs with a goal of developing and retaining effective teachers. The district-wide Professional Learning Communities provide the framework for professional growth, for instructional planning and adjustments, and for student-centered data analysis.
- KISD offers a variety of special programs and academic program opportunities.
- Superintendent Student Advisory Committee on all eight traditional and non-traditional high school campuses to provide insight to the Superintendent from the student perspective.
- School Health Advisory Committee (SHAC) established to advise the district on health and wellness policies and procedures.
- In 2019, Early College High School was named one of three model College and Career Readiness Schools by Educate Texas.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: There is a need to address campus safety.

Problem Statement 2: There is a need to address the physical well being and mental health of students, faculty, and staff.

Problem Statement 3: There is an increased need to provide technology to meet the needs of multiple learning platforms.

Problem Statement 4: There is a need to address student behavioral concerns and social-emotional learning.

Problem Statement 5: There is a need to address online safety, to include digital wellness, digital citizenship, and the impact of social media and cyber bullying.

Problem Statement 6: State and federal guidelines require substantial documentation and training in order to meet all requirements, including an opportunity for private schools to participate in federally funded services.

Problem Statement 7: There is a need for well-rounded learning opportunities that increase student achievement and connectedness.

Perceptions

Perceptions Summary

Perceptions of Parent and Community Involvement

The stakeholder experience is incredibly important to us and vital to our continuous improvement efforts as a district. Starting fall 2022, the district collected experience data from students, staff, and parents. When discussing the survey results, it is important to note that the results show the percentage of stakeholders who selected "strongly agree" or "agree" for each statement with 80% typically used as the benchmark.

Parent Survey:

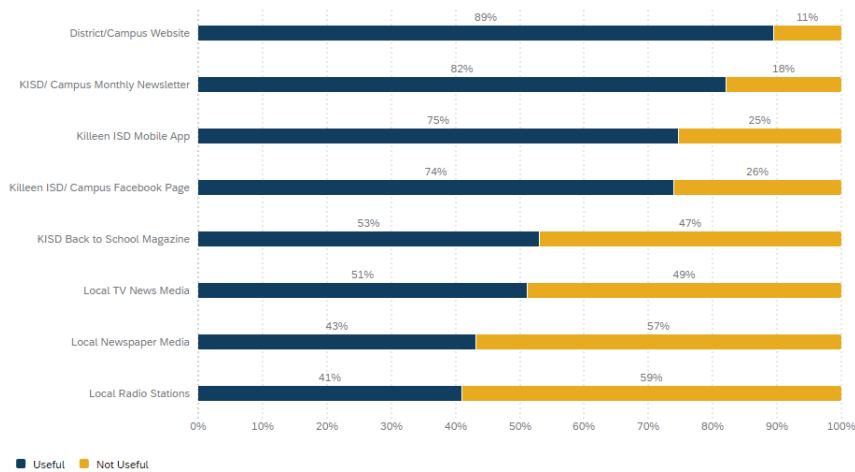
- **Notable positive responses (over 90%)**

- This school provides a safe campus for students, parents, and staff. (92%)
- As a parent, I feel welcomed and respected at this school. (92%)
- This school provides quality programs in fine arts. (91%)
- The use of technology in the classroom at this school is appropriate. (93%)
- This school sends regular communications that keep me informed about campus events and activities. (93%)
- Teachers at this school set expectations that are appropriate for my child. (91%)
- I am happy with the quality of instruction at this school. (91%)

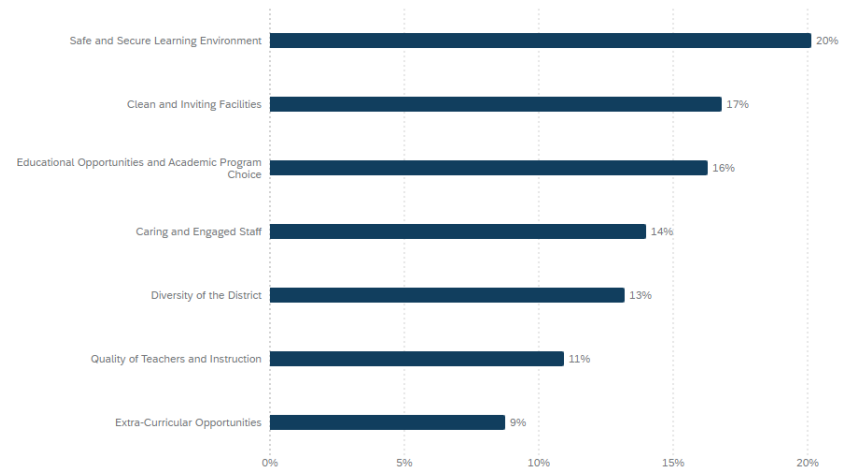
- **Notable areas of improvement needed (under 80%)**

- I am happy with how the district addresses parent concerns. (79%)
- The new construction and recent additions to district schools have provided an improved learning environment for my child. (78%)
- I feel connected to other families/parents at this school. (64%)
- I am pleased with the food choices available to my child in the school cafeteria. (69%)

Sources of Information



Ranked in Top Three Strengths



Staff Survey:

- **Notable positive responses (over 90%)**

- At work, I clearly understand what is expected of me. (92%)
- My principal/supervisor encourages and supports collaboration within our building/department. (91%)
- I feel comfortable reporting any safety concern, no matter how small. (91%)
- Adults working at my school/department treat all students and staff respectfully. (91%)
- Adults at my school/department treat people from different races, cultural backgrounds, or ethnicities with respect. (91%)
- My work gives me a feeling of personal accomplishment. (91%)
- **Notable areas of improvement needed (under 80%)**
 - I am comfortable voicing my ideas and opinions, even if they are different from others. (79%)
 - I receive recognition from my principal or departmental supervisor (facilities services, school nutrition, etc.),for excellent work. (76%)
 - I can see a clear link between my work and the District's continuous improvement work. (74%)
 - My principal/supervisor is accessible within a reasonable amount of time. (69%)
 - Broken things at my school/building get fixed quickly. (76%)
 - The District Administrator/Superintendent establishes a clear vision of where our District is headed. (75%)

Student Survey:

- **Notable positive responses (over 90%)**
 - I know the expectations and understand there are consequences for my choices/actions. (Elementary) (96%)
 - I believe I can learn. (Elementary) (95%)
 - My teachers make it clear to me when I have misbehaved in class. (Elementary) (93%)
 - Adults at school treat all students with respect. (Elementary) (92%)
 - In my school, adults believe I can learn. (Elementary and Secondary) (94%)
- **Notable areas of improvement needed (under 80%)**
 - It is easy to talk with teachers at this school. (Elementary and Secondary) (71%)
 - I can talk to a teacher or other adult at this school about something that is bothering me. (Elementary and Secondary) (70%)
 - I feel safe at my school. (elementary and Secondary) (78%)
 - I enjoy going to school. (Elementary and Secondary) (76%)
 - I am happy to be at school. (Elementary and Secondary) (75%)
 - The adults in my school greet me by name every day. (Elementary and Secondary) (74%)
 - I feel like I am part of this school. (Secondary) (72%)
 - Adults working at this school help students develop strategies to understand and control their feelings ... (Secondary) (71%)
 - Discipline is fair. (Secondary) (67%)
 - The adults at my school respect all students. (Secondary) (64%)
 - My teachers often connect what I am learning to life outside the classroom. (Secondary) (63%)
 - School rules are applied equally to all students. (Secondary) (60%)
 - Students at this school try to work out their disagreements with other students by talking to them. (Secondary) (38%)

Current Practices:

- **Engagement through Committees:**
 - Current Committees:
 - District Site-Based Decision-Making Committee (SBDM)
 - District Community/Parent Advisory Council
 - Special Education Parent Advisory Council (PCAC)

- District Language Proficiency Assessment Committee
 - District Council of PTAs
 - Parenting Specialist conducts Empowered Parents Workshops
 - Special Education parent workshops and webinars
 - Path Uniting Learning, Students, and Engagement (PULSE) Councils at the district and campus level
- **Empowering Workshops:** Our commitment extends to offering Empowered Parents Workshops and Special Education parent workshops. These workshops equip parents with essential skills and insights to support their children's educational journeys effectively. Additionally, the Special Education Parent Advisory Council (PCAC) plays a pivotal role in ensuring that the unique needs of special education students are met.
 - **Transitional Support:** We recognize the significance of smooth transitions in a student's academic journey. Initiatives like Early Literacy Clubs and Summer Early Learners are aimed at bridging learning gaps and facilitating a seamless progression from one grade span to the next. Events like Pre-K and Kindergarten Roundup help families familiarize themselves with the school environment and resources.
 - **Community Partnerships:** Our collaboration extends beyond the classroom. Cooperation with Central Texas College offers programs like TxCHSA (GED) for community members seeking educational opportunities. Additionally, English-as-a-Second Language classes, Computers for Parents' classes, and partnerships with local food banks and businesses underscore our commitment to holistic community engagement.

Promoting District Culture and Safety

Our foremost concern is to create an environment that is safe, nurturing, and collaborative:

- **Comprehensive Safety Initiatives:** We prioritize the safety of our students and staff through partnerships with local law enforcement agencies. Our school resource officers, security personnel, and KISD peace officers play crucial roles in ensuring a secure learning environment for everyone. Job descriptions for these roles are listed under Policies, Procedures, and Requirements.
- **Threat Assessment Team:** We've established a Threat Assessment Team that equips school leaders with the training and tools needed to identify and address potential threats. This proactive approach focuses on assessing situations and implementing measures to mitigate safety concerns, rather than simply reacting to incidents.
- **Effective Communication:** We recognize the importance of transparent communication. Utilizing tools such as district publications, websites, Connect Ed messaging, and KISD-TV, we ensure that parents, students, staff, and the community are informed about key developments and safety protocols.
- **Volunteer Engagement:** While the COVID-19 pandemic temporarily disrupted our volunteer program, we are committed to revitalizing and strengthening it. Volunteers play a vital role in creating a welcoming atmosphere within our schools and supporting various activities.

Shaping District Perceptions

Our efforts to enhance the district's reputation and public perception are substantial:

- **Strategic Communications:** The Communications and Marketing Department employs a range of strategies to convey information effectively. Visually appealing videos, graphics, newsletters, and live interactions on multiple platforms foster positive engagement and community involvement.
- **Social Media Impact:** Our social media presence has grown significantly, reflecting a rising interest in our district's activities. Platforms like Facebook, Instagram, Twitter, LinkedIn, and YouTube serve as channels for showcasing the achievements and initiatives of our

schools and students.

- **Campus Engagement:** We extend engagement efforts to individual campuses, maintaining over 270 social media/digital profiles across various platforms. These profiles allow us to connect directly with students, parents, and the broader community, facilitating open dialogue and sharing of information.

Our approach to nurturing parent and community involvement, prioritizing safety and collaboration, and enhancing public perception is grounded in a commitment to providing the best possible educational experience for our students.

Perceptions Strengths

- Several district-wide initiatives support student well being, engagement, and resiliency. These initiatives include additional counselors, military and family life consultants (MFLC), and military transition counselors. Programs such as Student 2 Student, Junior Student 2 Student, Elementary Student 2 Student, also support military students transitioning in and out of KISD. Other programs include: Communities in Schools, Boys & Girls Club, YMCA, and Community & Youth Student Services..
- Partners with Ft. Hood, local, and municipal law enforcement agencies to provide services that maintain a safe environment within all schools.
- School-Based Health partnerships are established on each Ft. Hood campus.
- District Wellness program was implemented to encourage healthy habits for all employees.
- Special Education Parent Advisory (PCAC) Committee was established to assist and provide resources to families whose children are served in special education

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase effective, on-going two way communication and engagement with parents and stakeholders.

Goals

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

Performance Objective 1: By implementing the district curriculum and strategies to strengthen the instructional core, the percentage of students meeting grade level performance on STAAR and EOC for all content areas will increase to meet local and board goals, indicated in the Comprehensive Needs Assessment.

HB3 Goal

Evaluation Data Sources: STAAR Data:

- % Approaches Grade Level Standard
- % Meets Grade Level Standard
- % Masters Grade Level Standard

Strategy 1 Details
<p>Strategy 1: Elementary & Secondary District Instructional Coaches will continue to provide ongoing literacy and/or math on-site support to identified elementary and middle schools. Professional development will be provided to build the capacity of the instructional coaches to equip them for this work.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools</p>
Strategy 2 Details
<p>Strategy 2: Provide elementary, middle, and high school summer school and other learning opportunities for promotion and advancement, enrichment, intervention, and accelerated instruction to meet state testing requirements. Provide additional summer learning opportunities, such as enrichment bridge camps, to address learning gaps.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback</p> <p>Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools</p>
Strategy 3 Details
<p>Strategy 3: Provide ongoing student outreach for targeted interventions, extended learning, and spiral review to students in grades 4-12 through the District's Math and Literacy Center.</p> <p>Strategy's Expected Result/Impact: Increase student math achievement as measured by CUA, STAAR and EOC data, along with 9-weeks averages.</p> <p>Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools</p>

Strategy 4 Details

Strategy 4: Continue to provide support for campuses in the implementation of state Accelerated Learning Committees by providing targeted interventions for students who have failed to meet standard on STAAR/EOC and for identified At-Risk students who are struggling to meet the state academic standards. Supports include: Accelerated Reading Instruction to students in grades 6-8 who have failed the prior years' STAAR reading exams utilizing the iLit program; Reading instruction for students in grades 9-12 who have failed the prior years' STAAR EOC English exams using Edgenuity's STAAR tutorials; Math instruction for middle school students who failed the prior year's math STAAR utilizing the Imagine Math program.

Strategy's Expected Result/Impact: Increased student performance on STAAR/EOC

Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools; Campus Administration

Strategy 5 Details

Strategy 5: Maintain the district STEM programs to improve student achievement in all core subjects utilizing project-based learning. Coordinate with community agencies and institutes of higher learning in order to connect the program to real-life applications of concepts taught. Provide professional development for STEM teachers to support the implementation of research-based, best practice instructional strategies. Utilize the STEM bus to increase opportunities for Title I students to engage in hands-on learning connected to STEM.

Strategy's Expected Result/Impact: Increase student achievement in all core subjects.

Staff Responsible for Monitoring: Director of STEM; Chief College, Career, and Military Readiness Officer; Assistant Superintendents for Elementary and Secondary Schools

Strategy 6 Details

Strategy 6: Support the implementation of three high-leverage instructional strategies in all Pre-K through 12 classrooms:

- 3-2-1 Summary: Students summarize learning and think deeply about content.
- Cafe Conversations: Students write responses, sketch visuals, write summaries, and evaluate, add to, and discuss other's ideas.
- QSSSA (Question, Signal, Stem, Share, Assess): Promotes active student engagement, critical thinking, and effective communication in the classroom.

Strategy's Expected Result/Impact: Consistent and purposeful planning and implementation of strategies. Increased student engagement, collaboration, and summarization skills.

Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools, Executive Directors, District Instructional Specialists

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

Performance Objective 2: By supplementing and differentiating curriculum and instruction based on the needs of all student groups and programs, the percentage of students meeting or exceeding one year of academic growth, as measured by Domain II, and student performance, in Domain III, will increase to meet or exceed state averages.

HB3 Goal

Evaluation Data Sources: Domain IIA scores
 Domain III scores
 Student sub-group STAAR / EOC performance

Strategy 1 Details
<p>Strategy 1: Implement research-based reading and math online interventions and supplemental supports at elementary and middle school campuses to address learning gaps and provide Tier I, II, and III interventions through the RtI process. Provide ongoing professional development to support implementation and application, to include guided math and reading with flexible and fluid grouping.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback</p> <p>Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools; Campus Administration</p>
Strategy 2 Details
<p>Strategy 2: Continue to provide supplemental staff, curricula, instructional materials, educational software, and/or assessment resources to identify and support bilingual and ESL students in order to increase academic achievement of Emergent Bilinguals.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services; Biliteracy Learning Specialists; Biliteracy District Instructional Specialist</p>
Strategy 3 Details
<p>Strategy 3: Provide the Vizzle platform for SKILLS, Resource, Inclusion, CASTLE 3, and Functional Skills classrooms. The Vizzle platform is aligned to the TEKS and to STAAR Alt 2, and can be used synchronously and asynchronously. The Vizzle platform is designed for PK - 12 students and covers Math, ELA, Science, Social Studies, Arts & Music, Life Skills (including Social Skills), and Transition.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in the core subjects as outlined by the reports provided by the platform.</p> <p>Staff Responsible for Monitoring: Executive Director for Special Education; Director for Special Education; District Special Education Coordinators</p>

Strategy 4 Details

Strategy 4: Provide systematic tiered interventions to At-Risk and struggling students. Campus-based interventionists and counselors will provide RtI individualized support and instructional services to identified students.

Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.

Staff Responsible for Monitoring: Campus Administration; Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools

Strategy 5 Details

Strategy 5: Special Education students will be provided individualized support through the use of online interventions and curriculum. These will be specific to student needs and programs including Teach Town, Waterford, Unique Learning System, and Successmaker.

Strategy's Expected Result/Impact: Increased student achievement in related academic areas.
Increased number of students meeting educational and social functioning goals.

Staff Responsible for Monitoring: Executive Director for Special Education; Director for Special Education; District Special Education Coordinators

Strategy 6 Details

Strategy 6: Continue to provide supplemental curricula, instructional materials, educational software, and/or assessment resources to identify and support Gifted and Talented students in order to increase academic achievement.

Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR; teacher participation and feedback.

Staff Responsible for Monitoring: Advanced Academic Specialist, District Instructional Specialists

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

Performance Objective 3: By implementing the district curriculum and strategies to strengthen the instructional core, the number of students graduating on the Distinguished Level of Achievement or Foundation Plan with Endorsements graduation plans will increase by from the previous year, and the number of students graduating college, career, and military-ready will increase to 70% as measured in Domain I.

HB3 Goal

Evaluation Data Sources: Domain I scores
Graduation Plan #'s

Strategy 1 Details
<p>Strategy 1: Continue to provide alternative options for credit recovery and advancement for students using online curriculum, credit by examination, exam for acceleration, and summer advancement across all high school campuses and in Evening Academy as well as a dropout prevention program through our dropout recovery school: Pathways Academic Campus.</p> <p>Strategy's Expected Result/Impact: Course enrollments and completion, CBE and EFA participation, and passing rates</p> <p>Staff Responsible for Monitoring: Assistant Superintendents for Secondary Schools; Chief College, Career, & Military Readiness Officer</p>
Strategy 2 Details
<p>Strategy 2: Continue to provide CCMR and AVID sessions for students, such as AP study sessions in the spring and college entrance exam prep sessions in the fall and spring, to help students prepare for the PSAT, SAT, ACT, and TSIA2 exams.</p> <p>Strategy's Expected Result/Impact: Increase in exam participation and results</p> <p>Staff Responsible for Monitoring: Advanced Academics Coordinator; Assistant Superintendents for Secondary Schools, Chief College, Career, and Military Readiness Officer; Secondary District Instructional Specialists</p>
Strategy 3 Details
<p>Strategy 3: Continue to support the implementation of Naviance-A College, Career and Military Readiness platform empowering students to stay engaged in their college and career planning, high school graduation planning, and accomplishing their future goals among middle and high school students.</p> <p>Strategy's Expected Result/Impact: Increase the levels of college and career readiness among high school students as indicated on college entrance assessments, industry-based certifications, and student completion of Personal Graduation Plans.</p> <p>Staff Responsible for Monitoring: Assistant Superintendents for Secondary Schools, Chief College, Career, and Military Readiness Officer; Secondary District Instructional Specialists</p>

Strategy 4 Details

Strategy 4: Continue to hold workshops providing information to elementary and secondary students and parents to include academic programs, high school graduation planning, higher education and financial aid opportunities, social emotional wellness, and life readiness skills.

Strategy's Expected Result/Impact: Increased awareness of postsecondary processes and options.

Staff Responsible for Monitoring: Chief College, Career, and Military Readiness Officer; Director for Guidance and Counseling Services

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

Performance Objective 1: Increase the capacity of campus leadership to facilitate collaboration and implementation of our The 3 Essentials +1 model which will result in a decrease in teacher attrition and increase retention.

Evaluation Data Sources: PD offerings
Attrition rates

Strategy 1 Details
<p>Strategy 1: Provide professional development opportunities for campus administrators and teachers on data analysis, standards alignment, pacing curriculum, district initiatives, and development of an action plan to improve instruction and support struggling students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments; CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p>Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools</p>
Strategy 2 Details
<p>Strategy 2: Provide professional development and support to principals of bilingual campuses, bilingual ESL teachers, ESL teachers, and district bilingual staff on content-based language instruction and research-based strategies that support the learning of Emergent Bilinguals (EBs).</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services; Biliteracy Learning Specialists; Biliteracy District Instructional Specialist</p>
Strategy 3 Details
<p>Strategy 3: Continue to implement Aspiring Leaders Academy (ASPIRE) and an ASPIRE II cohort to build the instructional and cultural leadership capacity of selected assistant principals. Implement Aspiring Collaborative Educators (ACE) cohorts to develop teacher leadership skills to selected teachers.</p> <p>Strategy's Expected Result/Impact: Participant feedback/attendance, project implementation</p> <p>Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools</p>
Strategy 4 Details
<p>Strategy 4: Continue to monitor and coach the implementation of standards-based, aligned instruction through the Gradual Release of Responsibility Instructional Model, to include District Instructional Coaching Walks two times a year at selected campuses.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by MAP and STAAR. Coaching walks to measure GRR and improved instructional delivery.</p> <p>Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools</p>

Strategy 5 Details

Strategy 5: Provide professional development and targeted support to administrators and teachers at campuses that are not making adequate progress, as indicated in the HB 3 Board Goals. Assist low-performing campuses on assessing needs, providing support, and monitoring high quality instruction.

Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.

Staff Responsible for Monitoring: Campus Administration; Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools

Strategy 6 Details

Strategy 6: Provide professional development and support to principals of bilingual campuses, bilingual teachers and parents, and district staff on the tenets of Dual Language to support the learning of Emergent Bilinguals. A bilingual redesign committee will be created to evaluate the effectiveness of bilingual education and offer suggestions about future programming.

Strategy's Expected Result/Impact: Increased understanding of Dual Language resulting in a smooth transition into the program and ultimately in increased achievement for Emergent Bilingual students.

Staff Responsible for Monitoring: Assistant Superintendent for Elementary Schools

Strategy 7 Details

Strategy 7: Provide a New Counselor Induction and New Counselor PLCs for first-year counselors in the district.

Strategy's Expected Result/Impact: Increased capacity of elementary and secondary counselors to provide best practices based on the Texas Model for Comprehensive School Counseling Programs.

Staff Responsible for Monitoring: Directors of Guidance Services

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

Performance Objective 2: Increase the capacity of teachers to collaborate and implement The 3 Essentials +1 model which will result in a decrease in teacher attrition and increase retention.

Evaluation Data Sources: PD Offerings
Attrition

Strategy 1 Details
<p>Strategy 1: To improve classroom learning and promote the effective implementation of curriculum, we will continue to provide new-to-the-profession teachers New Teacher Induction professional development and the opportunity to observe experienced teachers within the district. Waivered teachers will be provided a mentor for two consecutive years. Professional development opportunities will be provided for new mentors and a Mentoring Network with leadership opportunities will be available for experienced mentors.</p> <p>Strategy's Expected Result/Impact: Grow and retain teachers new to the district. Grow the leadership capacity of existing teachers/mentors.</p> <p>Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools; Executive Directors; Campus Instructional Specialists</p>
Strategy 2 Details
<p>Strategy 2: Provide training for teachers to become ESL certified and reimburse cost of certification test upon successful completion.</p> <p>Strategy's Expected Result/Impact: Increased number of ESL certified teachers in the district</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services; Biliteracy Specialists</p>
Strategy 3 Details
<p>Strategy 3: Partner with ESC Region 12 to provide the following Migrant Program Services: 1. Identification and Recruitment 2. Early Childhood 3. Parental Involvement 4. Secondary Credit Accrual 5. Graduation Enhancement 6. Migrant Services Coordination</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p>Staff Responsible for Monitoring: ESC Region 12, Director of Multilingual Services; Biliteracy Specialists</p>

Strategy 4 Details

Strategy 4: Provide ongoing, research-based professional development opportunities for teachers and support staff working with special populations to include dyslexia, 504, special education, Emergent Bilingual, Gifted and Talented, and At-Risk.

Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.

Increase in bilingual certifications/exemptions.

Decrease student retention.

Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools; Executive Director for Special Education; Director for Special Education; District Special Education Coordinators; District 504 Specialists; Director of Multilingual Services; Bilingual District Instructional Specialist; Bilingual Learning Specialists

Strategy 5 Details

Strategy 5: Provide ongoing training and resources to all counselors and College and Career Readiness Teachers on the components of Personal Graduation Plans (PGP), the technical requirements and timeline for entering the PGP information into Naviance, and to support staff with guiding students through career exploration.

Strategy's Expected Result/Impact: Counselor input and feedback on the process; PGPs completed and entered into Naviance for all students in grades 6-12.

Staff Responsible for Monitoring: Director of Guidance Services; Chief College, Career and Military Readiness Officer

Strategy 6 Details

Strategy 6: Recognize excellence in teaching by selecting elementary and secondary KISD Teachers of the Year.

Strategy's Expected Result/Impact: Continue the culture of excellence within the district. Encourage and inspire existing staff in their efforts toward improving student achievement.

Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools; Executive Directors

Strategy 7 Details

Strategy 7: Recruit potential teacher applicants by hosting KISD job fairs and participating in job fairs both in and out of state, providing critical subject signing bonuses and stipends in selected areas, and by increasing the web-based recruiting efforts and virtual interview process to broaden and diversify the applicant pool, particularly in identified shortage areas.

Strategy's Expected Result/Impact: Increase in the number of qualified applicants applying and being hired for district teacher positions.

Staff Responsible for Monitoring: Human Resources

Strategy 8 Details

Strategy 8: Provide professional development opportunities to support classroom teachers that focus on building relationships, increasing engagement, and effective classroom management strategies to include a bully prevention framework.

Strategy's Expected Result/Impact: Registration rosters of class participants

Staff Responsible for Monitoring: Executive Director for Student Services

Strategy 9 Details

Strategy 9: Continue to provide ongoing professional development opportunities on technology standards, effective technology strategies, and use of technology to improve productivity and student achievement.

Strategy's Expected Result/Impact: Increased attendance records and positive session feedback data.

Staff Responsible for Monitoring: Technology Services Departments (Campus Technologists, Data and Information Services, District Instructional Technologists); Assistant Superintendents for Elementary and Secondary Schools; Executive Directors for Elementary and Secondary Schools; District Instructional Specialists

Strategy 10 Details

Strategy 10: Provide targeted professional development sessions by content area and grade level to focus on building teacher capacity, monitoring progress, and the utilization of best practice instructional strategies that align instruction to the depth and rigor of the TEKS.

Strategy's Expected Result/Impact: Improve student performance in all content areas for all students.

Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools; Executive Directors for Elementary and Secondary Schools; District Instructional Specialists

Strategy 11 Details

Strategy 11: Identified teachers will participate in Reading Academy to improve teacher knowledge of the Science of Teaching reading to K-3rd grade students.

Strategy's Expected Result/Impact: Reading Academies will enable us to implement evidence-based activities to meet the comprehensive reading and literacy needs of students based on the information obtained through student data analysis.

Staff Responsible for Monitoring: Assistant Superintendents for Elementary Schools; Campus Administration; Reading Academy Cohort Leaders

Strategy 12 Details

Strategy 12: Provide targeted professional development support during calendar teacher professional development days with a focus on the 3 Essentials + 1 model to improve instruction and student learning.

Strategy's Expected Result/Impact: Positive feedback from professional development surveys.

Staff Responsible for Monitoring: District Instructional Specialists

Strategy 13 Details

Strategy 13: Provide targeted professional development support for elementary math, including:

* Create and provide slide decks for K-5 teachers that target hard-to-teach math standards and re-emphasize the importance of reviewing all components of the Instructional Focus Document prior to planning. Elementary Learning Services will share the slide decks via zoom with administrators, who will share the slide decks with individual grade levels during professional development.

* Create and provide math professional development sessions (Math Units in Focus) to highlight challenging standards for future units of study.

* Utilize a math spiral in 2nd - 5th grades to address a variety of skill, multi-step, graph, and word problems that gradually spiral upward in depth and complexity.

Strategy's Expected Result/Impact: Improve student performance in elementary math for all students.

Staff Responsible for Monitoring: Assistant Superintendent for Elementary Schools; Executive Directors for Elementary Schools, District Instructional Specialists

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

Performance Objective 3: Retain and support highly qualified staff by supporting employee wellness and self-care.

Evaluation Data Sources: Wellness activity offerings
Attrition rates

Strategy 1 Details
<p>Strategy 1: Host events and provide resources to staff members for awareness of and assistance with mental health and self-care, including: Share a monthly Self-Care Newsletter for KISD staff, provided by the Guidance and Counseling Department and a Self-Care Committee; Host an Annual Mental Wellness Fair; Host a Counseling Community Resource Fair; Host Mini-Wellness Fairs on campuses; Provide a variety of mental health resources for staff via the Guidance and Counseling Department on the district website.</p> <p>Strategy's Expected Result/Impact: Staff attendance, participation, views, and feedback</p> <p>Staff Responsible for Monitoring: Assistant Superintendents for Elementary and Secondary Schools; Director of Elementary Guidance Services</p>

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

Performance Objective 1: Create Multi-platform/multi-lingual communication plan.

Strategy 1 Details
<p>Strategy 1: Distribute newsletters, resources, and communication in various languages and post helpful information in different languages on KISD website.</p> <p>Strategy's Expected Result/Impact: Increase parent and student participation and involvement in school events.</p> <p>Staff Responsible for Monitoring: Chief Communications and Marketing Officer; Campus Administration; Director of District and Community Relations; Director of Multilingual Services; Director for State and Federal Programs</p>
Strategy 2 Details
<p>Strategy 2: Continue to research ways to reach parents and community members in various languages via social media through surveys. Surveys will be used to gain feedback on communication channels used by parents, students, employees, and all stakeholders.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement and reach a larger social media audience.</p> <p>Staff Responsible for Monitoring: Chief Communications and Marketing Officer; Campus Administration; Director of District and Community Relations; Director of Multilingual Services; Director for State and Federal Programs</p>
Strategy 3 Details
<p>Strategy 3: Ensure content on the district and campus websites is ADA compliant.</p> <p>Strategy's Expected Result/Impact: Increase parent and student participation and involvement in school events.</p> <p>Staff Responsible for Monitoring: Chief Communications and Marketing Officer; Campus Administration; Director of District and Community Relations; Director of Multilingual Services; Director for State and Federal Programs</p>

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

Performance Objective 2: Utilize social media to convey regular, positive messaging.

Strategy 1 Details
<p>Strategy 1: Share positive and engaging stories online that will benefit the KISD community.</p> <p>Strategy's Expected Result/Impact: Increase awareness surrounding district programs, employee highlights, and parent and community involvement to build the perception of the district through positive marketing.</p> <p>Staff Responsible for Monitoring: Chief Communications and Marketing Officer</p>
Strategy 2 Details
<p>Strategy 2: Monitor social media pages for each campus to ensure positive messaging across the district.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement and increase the perception of the district through positive messaging.</p> <p>Staff Responsible for Monitoring: Chief Communications and Marketing Officer</p>

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

Performance Objective 3: Develop a brand strategy and deliver it through a comprehensive marketing campaign.

Strategy 1 Details
<p>Strategy 1: Work with local media and the district's social media to deliver marketing campaign.</p> <p>Strategy's Expected Result/Impact: Increase the perception of the district.</p> <p>Staff Responsible for Monitoring: Chief Communications and Marketing Officer</p>

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

Performance Objective 4: Refine and strengthen community engagement and partnerships resulting in a 3% increase in family/community participation in the educational process.

Evaluation Data Sources: Volunteer hours served per campus/district
 Sign in sheets from campus and district parent/community classes, workshops and events
 Number of community partnerships

Strategy 1 Details
<p>Strategy 1: Provide resources and parent workshops for parent involvement and participation in the IEP process through Parent Resource Center and staff.</p> <p>Strategy's Expected Result/Impact: Increase attendance at parent training, increase use of parent room, decrease in parent complaints as identified through the TEA complaint and grievance process.</p> <p>Staff Responsible for Monitoring: Executive Director for Special Education; Director for Special Education; District Special Education Coordinators; Parent Educators</p>
Strategy 2 Details
<p>Strategy 2: Hold regularly scheduled PULSE meetings to collaborate with parents, actively listen to concerns, and gain stakeholder input. Topics may include student safety, student learning, social-emotional and mental health needs, the annual revision of the District Written Parent and Family Engagement Policy, the annual evaluation of the Title I program, and other topics of interest to parents.</p> <p>Strategy's Expected Result/Impact: Provide timely and meaningful stakeholder feedback on current and relevant issues related to students, parents and the needs of the district.</p> <p>Staff Responsible for Monitoring: Parenting & Intervention Specialist; Director for State & Federal Programs</p>
Strategy 3 Details
<p>Strategy 3: Provide district-level parent and family engagement opportunities & adult education classes.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and support in their child's learning process. Children avoid loss of learning during summer break.</p> <p>Staff Responsible for Monitoring: Parenting & Intervention Specialist; Director for State & Federal Programs</p>
Strategy 4 Details
<p>Strategy 4: Provide a robust volunteer program throughout KISD to include participation in the Fort Hood Adopt-A-School Program. Each campus will have a trained volunteer coordinator to assist and support volunteers on campus. Volunteers will be honored and recognized at the campus and district level.</p> <p>Strategy's Expected Result/Impact: Increased parent, family, and community engagement in all KISD schools. Increase the number of volunteers and increase the perception of the district through positive messaging.</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs; Director of District and Community Relations, Parenting and Intervention Specialist; Campus Administration; Campus Volunteer Coordinators</p>

Strategy 5 Details

Strategy 5: Distribute parent newsletters in English, Spanish, German, Vietnamese, and Korean to parents of students in PK -12th grades as well as post to KISD website.

Strategy's Expected Result/Impact: Parents knowledge of educational support strategies for their children will increase.

Increase parent participation and involvement in school events through a multi-platform/multi-lingual communication plan.

Staff Responsible for Monitoring: Parenting & Intervention Specialist; Director for State & Federal Programs

Strategy 6 Details

Strategy 6: Support campuses in the implementation of their parenting programs to include support in meeting Title I parent and family engagement requirements. Support will include regular training for Parent Liaisons and Parent Program contacts that models and emphasizes best practices and resources.

Parenting Specialist will participate in training to stay current in best practices regarding parent engagement.

Strategy's Expected Result/Impact: Campuses will have a variety of resources to involve parents, families, and community members in school activities. Increased parent support of education.

Staff Responsible for Monitoring: Parenting & Intervention Specialist; Director for Federal & State Programs

Strategy 7 Details

Strategy 7: Provide professional development and instructional materials for parents of EBs to include family literacy services and/or parent and family outreach training to support the learning of EBs.

Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.

Staff Responsible for Monitoring: Director of Multilingual Services; Bilingual Learning Specialists; Bilingual District Instructional Specialist

Strategy 8 Details

Strategy 8: Expand services provided by the Community-In-Schools program to support at risk students.

Strategy's Expected Result/Impact: Increase community participation and involvement in school events

Staff Responsible for Monitoring: Director of District and Community Relations

Strategy 9 Details

Strategy 9: Establish a District Mentor Program utilizing community members and organizations who are recruited, trained, and monitored.

Strategy's Expected Result/Impact: Increase community participation and involvement in school events

Staff Responsible for Monitoring: Director of District and Community Relations

Strategy 10 Details

Strategy 10: Increase the awareness of the programs KISD offers to families and students, to include military families before, during, and after transitions.

Strategy's Expected Result/Impact: Increase parent participation and involvement in school events. Increased student achievement. Increase in number of complete, accurate high school graduation plans.

Staff Responsible for Monitoring: Chief College, Career, and Military Readiness Officer; Assistant Superintendents for Secondary Schools

Strategy 11 Details

Strategy 11: Hold an Annual Family Fitness & Wellness Fair for the entire KISD community.

Strategy's Expected Result/Impact: Parent and community knowledge of fitness and wellness strategies for students will increase. Increased engagement between the District and Community.

Staff Responsible for Monitoring: Director for District and Community Relations

Strategy 12 Details

Strategy 12: Increase the awareness of Killeen ISD middle school curriculum by developing, distributing, and assisting with facilitation of Parent Curriculum Nights at middle school campuses.

Strategy's Expected Result/Impact: Increase parent awareness and understanding middle school curriculum

Staff Responsible for Monitoring: Assistant Superintendent for Secondary Schools, Executive Directors for Secondary Schools, District Instructional Specialists

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

Performance Objective 1: Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly learning environment and reduce the number of disciplinary incidents from the previous year.

Evaluation Data Sources: # Disciplinary Referrals

Strategy 1 Details
<p>Strategy 1: Implement online Bullying Reporting system for the prevention, identification, response to and reporting of bullying. (HB 1942)(TEC 11.252)</p> <p>Strategy's Expected Result/Impact: Increased use of the Bullying Reporting system; increased administrative response to bullying</p> <p>Staff Responsible for Monitoring: Campus Administration</p>
Strategy 2 Details
<p>Strategy 2: Provide Crisis Prevention Institute (CPI) classes to learn how to defuse challenging and disruptive behavior before an incident escalates to a crisis situation.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of restraints implemented during the year.</p> <p>Staff Responsible for Monitoring: Executive Director for Special Education; Director for Special Education; District Special Education Coordinators; Behavior Specialists</p>
Strategy 3 Details
<p>Strategy 3: Provide required review of Student Code of Conduct for all secondary students. Video presentation to be presented to target groups by the end of the third week of school.</p> <p>Strategy's Expected Result/Impact: Students are informed of school expectations and are held accountable for their actions/choices. Decrease in number of office discipline referrals, thus decrease in number of DAEP referrals.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services</p>
Strategy 4 Details
<p>Strategy 4: Continue the implementations of the District Conduct Committee and the Campus Conduct Committees.</p> <p>Strategy's Expected Result/Impact: District wide communication, collaboration and consistency on expectations and student behavior Each campus has assigned administrator on the DCC and a campus administrator to lead the CCC. Meetings are held and minutes are kept.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services</p>

Strategy 5 Details

Strategy 5: Continue to implement a district-wide approach to classroom management using a restorative model of discipline to include providing training and resources to ensure alignment and fidelity of implementation across the district.

Strategy's Expected Result/Impact: District wide communication, collaboration and consistency on expectations and student behavior. Reduce the number of students placed in an alternative setting.

Staff Responsible for Monitoring: Executive Director of Student Services

Strategy 6 Details

Strategy 6: Provide professional development for teachers and paraprofessionals on de-escalation techniques, behavior strategies and interventions designed to reduce the number of students, including Special Education students, assigned to ISS and/or Disciplinary Alternative Education Programs (DAEP).

Strategy's Expected Result/Impact: Decrease the number of student placement, reduce the recidivism rate, address social, emotional, and academic needs of students.

Staff Responsible for Monitoring: Executive Director for Student Services; District Leadership; Campus Administration

Results Driven Accountability

Strategy 7 Details

Strategy 7: Continue to provide a Disciplinary Alternative Education Program at Elementary, Middle and High School levels that addresses the academic, behavioral, and social, emotional, and mental health needs of at risk students.

Strategy's Expected Result/Impact: Reduce the recidivism rate, address social, emotional, and academic needs of students.

Staff Responsible for Monitoring: Executive Director for Student Services; District Leadership; Campus Administration

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

Performance Objective 2: KISD programs and supports will positively impact students physical, behavioral, and mental health and will promote student engagement and connectedness.

Evaluation Data Sources: Number of self-harm or homicidal protocols, Number of repeat protocols, Discipline data, Student surveys

Strategy 1 Details
<p>Strategy 1: Provide professional development opportunities at the district and campus level for students, KISD staff, parents, and community members to learn more about Digital Wellness principles including digital footprints, social media access, copyright, plagiarism, and appropriate use of digital media. The Speak Up survey will be administered to both teachers and students to gauge digital citizenship awareness.</p> <p>Strategy's Expected Result/Impact: All campuses will obtain and maintain a Common Sense School status to include hosting one parent night in the fall to discuss digital well being and citizenship for students, protecting themselves, and staying safe.</p> <p>Staff Responsible for Monitoring: Elementary and Secondary District Instructional Technologists</p>
Strategy 2 Details
<p>Strategy 2: Provide education and awareness training to all employees via mandatory professional development. Provide education and awareness training to students through the comprehensive school counseling program. Provide parents access to information and awareness training. Examples include:</p> <ul style="list-style-type: none">-Living Well Aware Adolescents Wellness curriculum training for secondary teachers for secondary students-Teen Dating Awareness training on prevention and intervention of to include a safety plan for victims, parent notification, and perpetrators-On-Demand Trust-Based Relational Intervention (TBRI) training-Trauma-Informed Care Training <p>Strategy's Expected Result/Impact: Student participation and feedback.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Secondary Schools; Directors of Guidance Services</p>
Strategy 3 Details
<p>Strategy 3: Continue to implement a social emotional learning curriculum that includes the character traits and an enrichment curriculum for mental health wellness. Continue to support collaboration between counselors and teachers through best practices during counselor PLC meetings, guidance curriculum, and campus visits.</p> <p>Strategy's Expected Result/Impact: Increase student's abilities to establish and maintain positive relationships, become productive citizens, and to promote awareness of mental health wellness.</p> <p>Staff Responsible for Monitoring: Directors of Guidance Services</p>

Strategy 4 Details

Strategy 4: Continue to implement a suicide prevention curriculum, across all grade levels and provide training for staff on signs of suicide and steps to follow in the event of threats. Refer to KISD Crisis Management Plan and Administrative Procedures.

Strategy's Expected Result/Impact: Increase awareness and recognizes suicide-related risk factors and warning signs.

Staff Responsible for Monitoring: Directors of Guidance Services

Strategy 5 Details

Strategy 5: Provide Emergency Operations Training to all district employees, including substitute teachers and continue to conduct Emergency Operations Drills in conjunction with Fort Hood.

Strategy's Expected Result/Impact: District and Campus Emergency Operation Plan submissions, AAR exercise reports of successful communication and procedures followed

Staff Responsible for Monitoring: School Safety, KISD Police, District Leadership, Campus Administration, Ft. Hood Officials, Various campus staff

Strategy 6 Details

Strategy 6: Continue to provide training to all professional employees regarding child sexual abuse and other maltreatment (abuse and neglect) awareness. TEC 38.0041(c)

Strategy's Expected Result/Impact: Completed required training

Staff Responsible for Monitoring: Director of Guidance Services, Campus Leadership

Strategy 7 Details

Strategy 7: Continue to provide information in district handbooks and trainings to counselors, district staff, parents, and the community on mental health awareness, trauma informed care, Safe Place Designation, sex trafficking, sexual abuse and maltreatment of children awareness, utilizing Educational Code Resources found under Section 38.004.

Strategy's Expected Result/Impact: Student and campus handbooks, campus feedback

Staff Responsible for Monitoring: Campus Leadership, Executive Director for Student Services, Director of Guidance Services

Strategy 8 Details

Strategy 8: The district will continue to implement safety initiatives and procedures such as.

-TEA Bleeding Control Stations

-Multi-hazard emergency operations plan for use in district facilities (SB 11).

-Threat Assessment Team and provide training to principals and assistant principals on identifying and assessing potential threats (SB 11).

-Facility hardening and safety upgrades

-The Commissioner's Rules to Enhance School Safety

Strategy's Expected Result/Impact: Address behavior or communication that raises concern that a person or situation may pose a danger to the safety of the school, campus, or workplace.

Staff Responsible for Monitoring: School Safety, KISD Police, Campus Administration

Strategy 9 Details

Strategy 9: Continue implementation of Senate Bill 1398, Special Education Cameras in self- contained classrooms as requested.

Strategy's Expected Result/Impact: Compliance with SB 1398

Staff Responsible for Monitoring: School Safety, and Executive Director for Special Education.

Strategy 10 Details

Strategy 10: Utilize a school news network to support the safe and healthy return of students to in-person learning and to increase student engagement and connectedness with their campus as well as improve communication between home and school.

Strategy's Expected Result/Impact: Increased levels of student safety and awareness.

Improved levels of student engagement and connectedness.

Increased awareness of students and families of programs, events, and opportunities taking place on campus.

Staff Responsible for Monitoring: Chief Communications Officer

Strategy 11 Details

Strategy 11: Provide Master Classes in band and orchestra to students in grades 7, 8, 9, and 10 at prioritized middle and high school campuses to address learning loss in music resulting from the COVID-19 pandemic and to develop well-rounded learners who are engaged in learning and connected to their school community.

Strategy's Expected Result/Impact: Increased number of students achieving success in band and orchestra in middle and high school who then elect to continue in band and orchestra at the high school level. Increased student engagement across all subject areas.

Staff Responsible for Monitoring: Director of Fine Arts

Strategy 12 Details

Strategy 12: The district will provide a restorative practices aide at each middle school to work with targeted students on a sense of belonging, positive relationships, and physical and mental health.

Strategy's Expected Result/Impact: Decreased behavior incidents, decreased in-school and out-of-school suspension assignments.

Staff Responsible for Monitoring: Assistant Superintendent of Secondary Schools

Strategy 13 Details

Strategy 13: Provide behavioral and mental health supports to students through TCHAT, Central Counties Services, Advent Health, MFLC, and other community resources.

Strategy's Expected Result/Impact: Decreased number of Tier 3 referrals, decreased number of crisis incidents because of referrals.

Staff Responsible for Monitoring: Directors of Guidance Services

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

Performance Objective 1: Through efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state, and federal requirements.

Evaluation Data Sources: Local, State, Federal Requirements

Strategy 1 Details
<p>Strategy 1: Each campus will engage with stakeholders to conduct a comprehensive needs assessment (CNA) and develop a campus improvement plan (CIP) that addresses identified needs toward improving student achievement for all student groups.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all core subjects.</p> <p>Staff Responsible for Monitoring: Campus Principals; Executive Directors for Elementary and Secondary Schools; Assistant Superintendents for Elementary and Secondary Schools</p>
Strategy 2 Details
<p>Strategy 2: Provide services to students identified as homeless under the McKinney-Vento Homeless Assistance Act through the Homeless Awareness and Response Program (HARP) in conjunction with community partnerships across the district. HARP counselor will attend professional development to remain current on best practices for serving homeless students.</p> <p>Strategy's Expected Result/Impact: Homeless students will attend school and progress academically at the same rate as their peers.</p> <p>Staff Responsible for Monitoring: HARP Counselor; District Homeless Liaison</p>
Strategy 3 Details
<p>Strategy 3: Provide required services to private, non-profit schools as required by the Every Student Succeeds Act (ESSA).</p> <p>Strategy's Expected Result/Impact: Students and staff in private, non-profit schools receive required services.</p> <p>Staff Responsible for Monitoring: Director for State & Federal Programs; Compliance Specialist</p>
Strategy 4 Details
<p>Strategy 4: Director for Federal & State Programs, District Homeless/Foster Care Liaison, and Federal & State Programs department staff will attend training in order to stay abreast of current federal regulations and best practices in state and federal programs. The Federal & State Programs department will support the district in the implementation of federal and state requirements.</p> <p>Strategy's Expected Result/Impact: Federal programs will be in compliance with all state and federal laws as well as with local policy.</p> <p>Staff Responsible for Monitoring: Director for State & Federal Programs; Compliance Specialist</p>

Strategy 5 Details

Strategy 5: Provide evaluations and therapy opportunities, such as Teletherapy, to ensure special education services are provided in a timely manner.

Strategy's Expected Result/Impact: Compliance with service minutes owed and evaluations due.

Staff Responsible for Monitoring: Executive Director For Special Education

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

Performance Objective 2: Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

Evaluation Data Sources: Local, State, Federal Requirements

Strategy 1 Details
<p>Strategy 1: Continue to provide technology resources for students and staff based on adopted standards for computers and iPads. Provide technology to enable efficient and effective teaching, learning, and communication between all stakeholders as they utilize with the Learning Management System.</p> <p>Strategy's Expected Result/Impact: Increased resources in place for teachers and students to use Increased student achievement Increased teacher capacity to use a digital instructional technologies</p> <p>Staff Responsible for Monitoring: Elementary & Secondary District Instructional Technologists</p>
Strategy 2 Details
<p>Strategy 2: Provide an assessment platform that allows for continuity for assessment, data collection, and dual language.</p> <p>Strategy's Expected Result/Impact: Support all learners and efficiently manage and allocate district resources.</p> <p>Staff Responsible for Monitoring: Assistant Superintendents of Secondary and Elementary Schools; District Instructional Specialists; Elementary & Secondary District Instructional Technologists</p>

2023-2024 District Site Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Shannon Gallinger	Elementary Classroom Teacher
Classroom Teacher	Stephanie Lowe	Elementary Classroom Teacher
Classroom Teacher	Susan Douglas	Elementary Classroom Teacher
Classroom Teacher	Yvonne Frate	Elementary Classroom Teacher
Classroom Teacher	Cynthia Fernandez	Middle School Classroom Teacher
Classroom Teacher	Tiana Byrd	Middle School Classroom Teacher
Classroom Teacher	Paul Duerre	Middle School Classroom Teacher
Classroom Teacher	Marcie Tibodeaux	Middle School Classroom Teacher
Classroom Teacher	Kenneth McDaniel	High School Classroom Teacher
Classroom Teacher	Jessica Snider	High School Classroom Teacher
Classroom Teacher	Leslie Gilmore	High School Classroom Teacher
Classroom Teacher	Charles Klein	High School Classroom Teacher
Non-classroom Professional	Jennifer Carranza	Elementary Principal
Non-classroom Professional	Keri Luepke	Counselor Middle School
Non-classroom Professional	Susan Owen	Attendance Officer High School
Non-classroom Professional	Laura Dunnells	Counselor Middle School
Non-classroom Professional	Michael Valentine	AP Elementary
District-level Professional	Kimberly McClish	District Instructional Technologist
Administrator	Christianne Shinn	Facilitator
District-level Professional	Susan Buckley	Facilitator
Administrator	Savannah Jimenez	Facilitator
District-level Professional	Jo-Lynette Crayton	Facilitator
Elected Official	Jennifer McCann	Harker Heights City Council Member
Business Representative	Jo Anne Harrison	Restorative Hope Sanctuary
Community Representative	Apryl Coffie	Pastor, Open Fire International Fellowship Church
Military Liaison	Theresa Jones	Fort Cavazos School Liaison Officer
Parent	Mallory Pope	Parent- CHS Attendance Zone

Committee Role	Name	Position
Parent	TaNeika Moultrie	Parent- CHS Attendance Zone
Parent	Amanda Madden	Parent- CHS Attendance Zone
Parent	Yvette Fife	Parent- CHS Attendance Zone
Parent	Damaris Balarezo	Parent- EHS Attendance Zone
Parent	Ronald Boyce	Parent- EHS Attendance Zone
Parent	Dana Reed	Parent- HHHS Attendance Zone
Parent	Michael Vacanti	Parent- HHHS Attendance Zone
Parent	Jonathan Ross	Parent- HHHS Attendance Zone
Parent	Melissa Jaeger	Parent- KHS Attendance Zone
Parent	Scherphillia Thurston	Parent- KHS Attendance Zone
Parent	Stephanie Camden	Parent- SHS Attendance Zone
Parent	Kanae Bell	Parent- SHS Attendance Zone
Parent	Jesica Fields	Parent- SHS Attendance Zone
Parent	Damaris Cabrera	Parent- SHS Attendance Zone
Business Representative	Geri Schwartzman	Milestone Memories & Events
Business Representative	Monique Stone	Endeavors Performing Arts & Special Events Venue
Community Representative	Charles Wilson	Volunteer for Innovation Black Chamber of Commerce
Administrator	Davina Delgado	Facilitator