

**Killeen Independent School District
Harker Heights Elementary School
2023-2024 Formative Review with Notes**



Mission Statement

Harker Heights Elementary School is an outstanding school where all members of the community realize that academics, character and relationships are equally important for overall student success.

Vision

"We are Harker Heights! Reach for Your Dreams!" By pursuing our dreams with character, relationships and academics; we will achieve our goals. This is the common vision for the entire campus at Harker Heights Elementary. First, we are strong! We have a strong history within our community. We will overcome the obstacles in our lives. We build upon three components: relationships, character and academics. By keeping true to our vision we hope to prepare the path for solid lifelong learners who are well rounded contributors to society.

Value Statement

The values of Harker Heights Elementary which are relationships, character and academics are aligned with the district values, which are: Teamwork, Quality, Integrity, Caring Attitude, Maximum Effort, Achievement, Responsiveness, Classroom Support, Leadership Development, Financial Accountability and Innovation.

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Goals

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

Performance Objective 1: By the end of 2023-2024 school year, student achievement in mathematics will increase by 5% in meets grade-level on state assessment, for all student groups.

Evaluation Data Sources: STAAR, NWEA Map, CUA





Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will team plan and implement math lessons that include guided math and stations.</p> <p>Strategy's Expected Result/Impact: Teachers will increase the level of rigor in the classroom. The expectation will be 10% higher in student achievement on CUA's compared to last year data.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 5, 6</p>	<p>Nov November Evidence of Progress</p> <p> Teachers meet weekly for PLC and planning. During planning, teachers talk about their lessons and pedagogy. Region 12 has been contracted to provide additional support for guided math stations.</p> <p>Jan January Evidence of Progress</p> <p> Teachers continue to plan weekly. A CIS provides support. During planning, teachers talk about data, unit plans, and pedagogy. Region 12 is scheduled to provide training in math stations and student discourse.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>









Strategy 2 Details	Reviews
<p>Strategy 2: Reduced Class Size Teacher in 4th grade will address the instructional need of students. This reduced size class will enable more small group differentiated instruction across the grade level.</p> <p>Strategy's Expected Result/Impact: Smaller student to teacher ratio in the classroom, which the expected impact will be a 5% higher achievement on meets grade level in math STAAR.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4, 5, 7</p>	<p>Nov November Evidence of Progress Teacher was hired.</p> <p>Jan January Evidence of Progress Teacher was hired.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 2: By the end of the 2023-2024 school year, 3rd-5th grade student achievement in Reading Language Arts will increase by 10% in meets grade-level on state assessment, for all student groups. In NWEA MAP assessment, K-5 students will meet or exceed expected growth measure by 10%.

Evaluation Data Sources: STAAR, TELPAS, MAP, CUA







Strategy 1 Details	Reviews
<p>Strategy 1: Staff will foster a reading culture, using instructional strategies to support phonological awareness, vocabulary, and comprehension that teachers have learned in the Science of Reading Academy.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in phonological awareness in grades K-2 and reading comprehension in grades 3-5 by 10% in NWEA MAP.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 4</p>	<p>Nov November Evidence of Progress</p> <p> Teachers meet weekly for PLC and planning. During planning, teachers talk about their lessons and pedagogy.</p> <p>Jan January Evidence of Progress</p> <p> Teachers continue to meet weekly for ELAR planning. K-3 teachers are using Benchmark Phonics lessons daily. The CIS is monitoring instruction. The Librarian is supplementing instruction through activities during Specials. Grade 4-5 teachers attended phonics training.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Instructional Aides will address specific needs of students in small groups and targeting differentiated instruction.</p> <p>Strategy's Expected Result/Impact: All instructional aides will work with students during intervention blocks and throughout the instructional day.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	<p>Nov November Evidence of Progress</p> <p> Aides are working with students. However, we still have 2 vacancies.</p> <p>Jan January Evidence of Progress</p> <p> Aides are working with students. However, we still have 2 vacancies.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Teachers will integrate speaking and writing throughout lessons by developing language objectives and utilizing district writing resources,.</p> <p>Strategy's Expected Result/Impact: Teachers will increase the level of rigor in the classroom. The expectation will be 10% higher in student achievement on writing CUA's compared to last year data.</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov November Evidence of Progress</p> <p> Teachers participated in PLC on October 31 talking about writing strategies. Teachers were provided with resources such as ARACE and ANOTE. K-2 teachers talked about Empowering Writers. Teachers teaching grades 3-5 went over the STAAR extended response rubric and began calibrating with student work samples.</p> <p>Jan January Evidence of Progress</p> <p> Teachers are expected to have language objectives and have them posted with their learning target. Teachers are utilizing the Empowering Writers resources.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Campus leadership will monitor student reading levels during PLC's and ensure assessments are completed with fidelity and used to guide instructional groupings for small group reading, phonics instruction, and reading interventions.</p> <p>Strategy's Expected Result/Impact: Teachers will increase the level of rigor in the classroom. The expectation will be 10% higher in student achievement on reading CUA's compared to last year data.</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	<p>Nov November Evidence of Progress</p> <p> Learning walks are taking place to ensure phonics is being taught with fidelity. Teachers and admin look at reading levels with reading interventionist and at grade level planning.</p> <p>Jan January Evidence of Progress</p> <p> Amira Learning was launched to provide in the moment feedback to students while reading. The interventionist continues to pull students and change her schedule based on student data.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 3: By the end of the 2023-2024 school year, 5th grade student achievement in Science will increase by 5% in meets grade-level on state assessments, for all student groups.







Evaluation Data Sources: STAAR, NWEA Map, CUA











Strategy 1 Details	Reviews
<p>Strategy 1: Students will apply science concepts and skills in various formats and through regular spiral review and weekly hands on learning during class and specials.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in Science CUA's, STAAR, and MAP.</p> <p>Staff Responsible for Monitoring: Admin CIS Lead Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov November Evidence of Progress  All grade levels received access to STEMScopes in late October. Our first Science CUA in 5 grade ranked our campus 5th in the district.</p> <p>Jan January Evidence of Progress  Grades 1-5 have hands on learning materials that correspond to STEMScopes.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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

Evaluation Data Sources: NWEA MAP
CIRCLE
CUA








Strategy 1 Details	Reviews								
<p>Strategy 1: To improve student achievement and close gaps of minority students, teachers will use MAP and local assessments to identify students and conduct individual and small group interventions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for sub populations.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	<table border="0"> <tr> <td data-bbox="1283 488 1381 626"> <p>Nov</p>  </td> <td data-bbox="1413 488 2030 646"> <p>November Evidence of Progress</p> <p>Students participated in NWEA Map testing. Teachers continue to plan weekly to address student gaps in knowledge. Data was used to identify students for tutoring, RTI, and GT.</p> </td> </tr> <tr> <td data-bbox="1283 667 1381 805"> <p>Jan</p>  </td> <td data-bbox="1413 667 2030 824"> <p>January Evidence of Progress</p> <p>Teachers continue to use data from universal assessments to plan instruction and STAAR preparation. Data was used to identify additional students for tutoring, RTI, and GT.</p> </td> </tr> <tr> <td data-bbox="1283 846 1381 878"> <p>Mar</p> </td> <td data-bbox="1413 846 2030 878"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1283 899 1381 932"> <p>June</p> </td> <td data-bbox="1413 899 2030 932"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Students participated in NWEA Map testing. Teachers continue to plan weekly to address student gaps in knowledge. Data was used to identify students for tutoring, RTI, and GT.</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Teachers continue to use data from universal assessments to plan instruction and STAAR preparation. Data was used to identify additional students for tutoring, RTI, and GT.</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Students participated in NWEA Map testing. Teachers continue to plan weekly to address student gaps in knowledge. Data was used to identify students for tutoring, RTI, and GT.</p>								
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<p>Mar</p>	<p>March Evidence of Progress</p>								
<p>June</p>	<p>June Evidence of Progress</p>								

Strategy 2 Details	Reviews
<p>Strategy 2: Fostering student technology skills to navigate online testing and constructed responses, students in grades 1-5 will be taught keyboarding and computer skills during specials rotations.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	<p>Nov November Evidence of Progress  Students use the typing program during technology class once a week.</p> <p>Jan January Evidence of Progress  Students continue to use the typing programs during technology specials each week.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	<p>Nov November Evidence of Progress  Students were identified in grades 2-5. Letters were sent out to invite students to after school tutoring that began on Nov. 6.</p> <p>Jan January Evidence of Progress  Teachers are tutoring students after school in Math and Reading. Additional students were identified through test data and were invited to attend.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 5: By the end of the 2022-2023 school year, all Gifted and Talented students will score Meets or Masters in all tested areas.



Evaluation Data Sources: STAAR, MAP, CUA






Strategy 1 Details	Reviews
<p>Strategy 1: By the end of the first semester, all staff will engage in a training session about the characteristics of gifted and talented students to increase efforts to identify students who should be served in the gifted and talented program. The training will also be offered prior to a family night for parents.</p> <p>Strategy's Expected Result/Impact: Increased number of students participating in the gifted and talented program.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 2</p>	<p>Nov November Evidence of Progress</p> <p> 10% Students have been identified GT and teacher credentials are being checked. The GT Parent Informational class was given on Nov. 13th.</p> <p>Jan January Evidence of Progress</p> <p> 80% Students have been tested. GT students are working on their projects and are being pulled by the CISs for additional support.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Gifted and talented students will participate in a half day pull-out enrichment summit each semester that will focus on critical thinking, problem-solving and activities which promote a high-level of rigor.</p> <p>Strategy's Expected Result/Impact: Gifted and Talented Mastery levels on STAAR scores will increase.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	<p>Nov November Evidence of Progress</p> <p>N/A Nothing has been scheduled yet.</p> <p>Jan January Evidence of Progress</p> <p> 40% The CIS has been in talks with Region 12 for contracting and setting a date for the enrichment program. Region 12 will be attending our campus on February 28 & 29 to provide STEM enrichment.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	





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

Performance Objective 1: By the end of the 2023-2024 school year, 100% of all professional staff will participate in personalized professional development sessions.

Evaluation Data Sources: Strive Professional Development Transcript

Strategy 1 Details	Reviews
<p>Strategy 1: On designated days the campus will provide Just In Time professional development to foster improvement on instructional strategies and planning.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to implement district initiatives and researched based instructional strategies.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3</p>	<p>Nov November Evidence of Progress  Teachers have identified topics they will like additional training on, such as TFAR and student collaboration.</p> <p>Jan January Evidence of Progress  One training was offered for teachers using the STAAR Interactive program. (STAAR Masters)</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





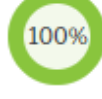
Strategy 2 Details	Reviews
<p>Strategy 2: Staff will engage in professional development designed to support the work of professional learning communities.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to implement district initiatives and best practice instructional strategies with fidelity resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Administration CIS</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	<p>Nov November Evidence of Progress</p> <p> Our campus engaged in PD in August and have conducted PLCs biweekly. No additional training has been scheduled.</p> <p>Jan January Evidence of Progress</p> <p> The CIS is schedule to attend training in RTI to help lead the PLC work.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Provide professional development in effective instructional strategies and behavior management for professional staff and instructional aides.</p> <p>Strategy's Expected Result/Impact: Increased instructional aide capacity to implement district initiatives and best practice instructional strategies with fidelity resulting in increased student achievement. Reduce student referrals.</p> <p>Staff Responsible for Monitoring: Administration CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 9 - School Processes & Programs 4</p>	<p>Nov November Evidence of Progress</p> <p> Areas for improvement have been identified and the campus is contracting with the Region 12 Behavior Specialist.</p> <p>Jan January Evidence of Progress</p> <p> The Region 12 representative engaged staff in de-escalation training and has started weekly coaching rounds. Four bilingual teachers are signed up to attend a conference in February.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>










Strategy 4 Details	Reviews
<p>Strategy 4: Additional teacher support and coaching will be addressed through a Curriculum Instructional Specialist position with a focus on support through model lessons, behavior management, coaching and feedback, and lesson design</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to implement district initiatives and best practice instructional strategies with fidelity resulting in increased student achievement through walkthroughs and coaching walks.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3</p>	<p>Nov November Evidence of Progress CIS was hired and she is providing support to teachers.</p> <p>Jan January Evidence of Progress CIS was hired and she is providing support to teachers.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Harker Heights Elementary will share the employee wellness newsletter and self-care monthly calendar to staff members.</p> <p>Strategy's Expected Result/Impact: To increase awareness of social and emotional health and well-being by providing employees access to resources and additional support.</p> <p>Staff Responsible for Monitoring: Counselors</p>	<p>Nov November Evidence of Progress The counselors are providing weekly Wellness Wednesdays newsletter in addition to a wellness committee.</p> <p>Jan January Evidence of Progress The counselors continue to provide weekly Wellness Wednesdays newsletter in addition to a wellness committee.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 1: By June 2024, there will be a 5% increase in parent involvement at Harker Heights family activities based on parent involvement.

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





Strategy 1 Details	Reviews
<p>Strategy 1: The campus will develop and communicate common standards for parent/teacher communication (Take Home Folder, Agenda, Website, Campus SMORE Newsletter, and Parent-Teacher Conferences) to foster a partnership with parents in their student's education.</p> <p>Strategy's Expected Result/Impact: Increased parent participation</p> <p>Staff Responsible for Monitoring: Admin Counselor Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p>	<p>Nov November Evidence of Progress</p> <p> The campus communicates in a variety of media to stakeholders.</p> <p>Jan January Evidence of Progress</p> <p> The campus continues to communicate in a variety of media to stakeholders.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: The Parent Liaison will work to engage limited English speaking families throughout the year to build language acquisition and academic skills to help their students to improve their academic achievement and become active participants in their student's education.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement of EB/bilingual students</p> <p>Staff Responsible for Monitoring: Admin CIS Parent Liaison</p> <p>Title I: 2.6, 4.2</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1, 2</p>	<p>Nov November Evidence of Progress</p> <p> The Parent Liaison has scheduled English classes each week. Parents are attending.</p> <p>Jan January Evidence of Progress</p> <p> The Parent Liaison requested workbooks for the English classes which are in the procurement process.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>





Strategy 3 Details	Reviews
<p>Strategy 3: Harker Heights Elementary School will host a special back to school event, targeting incoming Pre Kindergarten and Kindergarten students, providing strategies for assisting families in the transition to elementary school.</p> <p>Strategy's Expected Result/Impact: Students and parents will feel more comfortable at the start of the school year.</p> <p>Staff Responsible for Monitoring: Admin CIS Counselors</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 1</p>	<p>Nov November Evidence of Progress</p> <p> This event happens in the Spring semester, but the Little Bobcat club (who are future Bobcats) are also working with Pre-K teachers for parents to learn about the school setting.</p> <p>Jan January Evidence of Progress</p> <p> This event happens in the Spring semester, but the Little Bobcat club (who are future Bobcats) have partnered with the PreK teachers for parents to learn about the school setting. They are attending during station time once a month.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: The campus will conduct parent teacher conference each semester for all students including a discussion of the Home-School Compact as it relates to each specific child and family. During second semester, prior to Spring Break, additional parent conferences will be held for struggling students and students at risk of failure.</p> <p>Strategy's Expected Result/Impact: Parents know and understand the Home School Compact and the role in their child's education.</p> <p>Staff Responsible for Monitoring: Admin CIS Counselors Parent Liaison</p> <p>Title I: 4.2</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - Perceptions 1</p>	<p>Nov November Evidence of Progress</p> <p> Teacher-parent conferences were held the during the months of October. Teachers went over the parent school compact.</p> <p>Jan January Evidence of Progress</p> <p> Spring conferences have not been scheduled, but will be soon.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	








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

Performance Objective 1: By June 2024, there will be a 10% decrease in student conduct referrals.

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

Strategy 1 Details	Reviews
<p>Strategy 1: Counselors will provide character development, bully prevention, and career readiness to promote positive, social-emotional behaviors through classroom lessons, small groups, character awards, and Bobcat Leadership group.</p> <p>Strategy's Expected Result/Impact: Reduction in number of bullying incidents. Increase in positive student interactions with their peers and reduction of office referrals.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1</p>	<p>Nov November Evidence of Progress</p>  <p>Counselors provide ongoing classroom lessons in addition to pawstative referrals and character awards. They also send out weekly SEL lessons for teachers to reinforce topics in the classroom.</p> <p>Jan January Evidence of Progress</p>  <p>Building upon the Fall semester, the counselors are implementing Second Step in specific classrooms. They are helping with check in-out and hosting small group sessions with students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will engage students in Social Emotional Learning and Restorative Practices to foster nurturing positive relationships, managing emotions, and setting goals.</p> <p>Strategy's Expected Result/Impact: Increased student attendance, increased positive interactions among students and teachers, and reduction of office referrals.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1</p>	<p>Nov November Evidence of Progress</p>  <p>Program was purchased. The counselors will give training in December to implement during the Spring semester.</p> <p>Jan January Evidence of Progress</p>  <p>It was decided that the counselors will implement this program instead of the classroom teachers. The counselors began visiting classes in December.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




Strategy 3 Details	Reviews
<p>Strategy 3: Physical Education Teachers will utilize sound instructional strategies that promote health and fitness as targeted by the standard of TEKS Resources. Healthy habits instruction are promoted by all teachers and programs. Physical Fitness testing will be included quarterly.</p> <p>Strategy's Expected Result/Impact: Increased student performance on Physical Fitness Testing and Campus Based Assessments</p> <p>Staff Responsible for Monitoring: Physical Education Teachers CIS</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	<p>Nov November Evidence of Progress  PE teachers plan and deliver engaging lessons that promote health and fitness.</p> <p>Jan January Evidence of Progress  PE teachers continue to plan and deliver engaging lessons that promote health and fitness.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Parent Liaison will host four Restorative Practice Parent Training Sessions</p> <p>Strategy's Expected Result/Impact: Parents have more knowledge to help their child with their academics and parent feel more comfortable when coming to school.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Title I: 4.2</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1</p>	<p>Nov November Evidence of Progress N/A Parent Liaison is hosting Little Bobcats and Parent English Classes right now. Restorative Practice Parent Training has not been scheduled.</p> <p>Jan January Evidence of Progress  The school administration team is exploring additional options such as outside agencies to support parents in various topics: parents, social media, and vaping.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>








Strategy 5 Details	Reviews
<p>Strategy 5: Harker Heights Elementary will have a School Health Advisory Council committee.</p> <p>Strategy's Expected Result/Impact: The committee will help staff members reinforce the health knowledge and skills needed to be healthy for a lifetime.</p> <p>Staff Responsible for Monitoring: Admin CIS Counselors</p>	<p>Nov November Evidence of Progress Committee was formed and has met twice.</p> <p></p> <p>Jan January Evidence of Progress The committee meets regularly. The counselor sends a weekly wellness email to staff.</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 1: By June 2024, Harker Heights ES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

Evaluation Data Sources: Tutoring Logs, State and Local Assessment Results

Strategy 1 Details	Reviews
<p>Strategy 1: SBDM will evaluate the Campus Improvement Plan and implementation to ensure services are meeting the needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps between targeted populations.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - Perceptions 1</p>	<p>Nov November Evidence of Progress  The SBDM Committee meets as required and reviews the CIP implementation.</p> <p>Jan January Evidence of Progress  The SBDM Committee meets as required and reviews the CIP implementation.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: The staff at Harker Heights Elementary will work in conjunction with the Community In Schools program to support student needs.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and reduce the number of student referrals.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3</p>	<p>Nov November Evidence of Progress  Ms. Blake, CIS has been working with teachers to help support student and family needs. She also meets with students throughout the day.</p> <p>Jan January Evidence of Progress  Staff work with CIS to support students. Ms. Blake pulls students at breakfast and lunch and offers family support.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	