

**Killeen Independent School District
Harker Heights Elementary School
2018-2019 Campus Improvement Plan**

Public Presentation Date: September 21, 2018

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

"Our vision projects our future" is the common vision for the entire campus at Harker Heights Elementary. This vision statement builds upon three components. The components are relationships, character and academics. By using the foundation of academics, character and relationships, we hope to prepare the path for solid lifelong learners who are well rounded contributors to society. This vision is the foundation for each and every decision. With a common vision, the faculty is able to work toward campus success for all students. We will build upon our past and reach toward our future as we work hard to obtain our goals.

Values

The values of Harker Heights Elementary are aligned with the district values, which are

- **Teamwork**
- **Quality**
- **Integrity**
- **Caring Attitude**
- **Maximum Effort**
- **Innovation**

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Academic Achievement	9
School Processes & Programs	15
Perceptions	18
Comprehensive Needs Assessment Data Documentation	21
Goals	24
Goal 1: Harker Heights Elementary, as part of Killeen ISD, will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.	24
Goal 2: Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.	37
Goal 3: All Harker Heights Elementary personnel, as a part of Killeen ISD, will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.	40
Goal 4: Harker Heights Elementary, as a part of Killeen ISD, will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.	43
Goal 5: Harker Heights Elementary, as a part of Killeen ISD, will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.	45
State Compensatory	47
Personnel for Harker Heights Elementary School:	47
Title I Schoolwide Elements	48
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	48
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	48
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	49
Title I Schoolwide Element Personnel	50
Campus Funding Summary	51

Comprehensive Needs Assessment

Demographics

Demographics Summary

Harker Heights Elementary remains a vibrant neighborhood school with a rich history. The building is 54 years old. Originally, it was a middle class neighborhood. The neighborhood has aged and has become a community with many families living at the poverty level. For the 2017-18 school year, we had 89% of the children living at or below the poverty level. Harker Heights Elementary is a Title I campus.

The school serves a diversified student population. Harker Heights Elementary has 46% Hispanic children, 22% African-American children, 23% White children and 6% children of two or more races, 1% Asian students and 1% Pacific Islander children. 58% of the students are considered At-Risk. Special Education serves 10% of the students. Harker Heights is a school with language learners with 24% being bilingual and 27% being LEP. 9% of the children are military dependents.

Due to the high level of economically disadvantaged population, many of the students continue to have difficulty purchasing the needed school supplies and /or the ability to engage in extra-curricular events and activities or educational outings. Therefore, Harker Heights Elementary offers a variety of activities to deepen the partnership between home, school and community. Out Family Nights are similar to PTA where we have a scheduled monthly meeting with parents, community and staff. This meeting is followed by a parenting activity throughout the building. These parenting activities include ways to strengthen hands-on activities between the parents, staff, community and students. It may include strategies for strengthening academics. It may include exhibitions of student work in regard to writing, history, math, science or reading. There was an average of 300 in attendance at Family Night activities in 2017-18 with a high of 650 for the annual family picnic. Field Trips offer real-world educational connections. Parenting classes were held daily. PK Parenting classes were held monthly. The PK parents were equipped with additional tools to help at home through our PK Literacy program.

Harker Heights Elementary enrollment ended the 17-18 school year with 732 students. Harker Heights Elementary is known for the warm and caring attitude toward all who enter the building.

Campus Profile 2017-18

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
Prekindergarten	91	African American	22%	Economically Disadvantaged	89%

Kindergarten	112	Asian	0%	At-Risk	58%
1 st Grade	114	Hispanic	46%	ELL	27%
2 nd Grade	102	Native American	1%	LEP	27%
3 rd Grade	110	Pacific Islander	1%	Military	9%
4 th Grade	95	White	23%	Special Ed.	10%
5 th Grade	106	Two or More	6%	Speech Services	6%
				Bilingual	24%
				Gifted/Talented	1%
				Homeless	5%

Staff and Staff Quality:

Harker Heights has a very stable faculty. The faculty consists of 48 teachers, 19 aides, 3 secretaries, 7 administrators, 8 cooks and 5 custodians. All staff meet Title I expectations. There were 3 new teachers in the 2017-18 school year. Five of the teachers are working on advanced degrees. Six have completed their advanced degrees. Seven of the auxiliary personnel are working on college degrees. New teachers are supported through the KISD mentor program. This support extends to their grade level/program and is supported by administration. Harker Heights had 3 teachers retire at the end of the 2017-18 school year and 3 moved to new locations.

Staff Members by Ethnicity	Number	Percentage
African American	17	19%
Hispanic	26	28%
White	48	51%
Native American	1	1%
Asian	2	1%

Professional Staff Breakdown

Grade Level	# of Teachers	Support Staff	# of Teachers
PK	4	P.E.	2.5
Kinder	6	Music	2
1 st Grade	6	Title I	3
2 nd Grade	5	Sp Ed	3
3 rd Grade	6	Dyslexia	1

4 th Grade	5	ESL	1
5 th Grade	5		

Attendance:

Our attendance rate for the 2017-18 school year was 94%. This is slightly lower than 16-17. Our major attendance challenges are from PK-K. Our tardies were much higher due to being an early start school for the 2017-18 school year. We implemented HERO awards for "Here Everyday Ready On-time" where students were rewarded for perfect attendance and no tardies during the month. Communication with parents regarding attendance concerns continued. **Star Mart** will be implemented in the 2018-19 school year to enable students to earn coins for attendance and character. With the Star Mart, there is a collaboration with Harker Heights Chamber of Commerce Leadership Academy to provide incentives for student character.

Overall Attendance	2017-2018 Percentage
Prekindergarten	93%
Kindergarten	92%
1 st Grade	95%
2 nd Grade	95%
3 rd Grade	95%
4 th Grade	95%
5 th Grade	95%

Demographics Strengths

The diversity of the campus is a strength. There is respect and support for all students. Our data reflects strengths and weaknesses; but the majority of the sub-groups are equal.

Parent involvement is a strength. We increased from 200 average in attendance to 300 in attendance at Family Nights during the 2017-18 school year. During our Family Night Activities, we begin with a 30 minute parenting meeting. This parenting meeting is well received. We continue Family Night with 60 minutes of teacher, student and parent activities focusing on academics that can be replicated in the home. These include Science Night, Living History Night, Board Games which emphasize Math and Reading, and Reading Night. The culmination is Family Picnic where staff, students, community and parents interact with old fashioned games like hopscotch, jump rope, 4-square and jacks. It also includes community musicians and sports demonstrations. Inside we have hot dogs, chips and lemonade. We also have board games like Chutes and Ladders.

Extra-curricular activities and programs throughout the year deepen the partnership between school, home and community which also empowers the parents with information on how to help their child at home. Our students brought in 6,000 cans of food for the annual food drive, 2,987 bags for recycling for Earth Day in partnership with HEB, and over \$2,000 for United Way. They support Indian Oaks Nursing Home, HH Animal Shelter and local community service projects.

The partnership from the community is extremely strong. School supplies and student physical needs are met by the entire community.

PK Literacy Programs was well received in 2018.

If we soar in an area; we soar with each sub-group. If we struggle in an area, we struggle with each sub-group. Language learners and special education students are struggling significantly.

Professionally, Harker Heights is strong and growing. Teachers are working on advanced degrees. Teachers are viewed as instructional leaders at the district level. They are also excited about grants promoting professional learning. Auxiliary Personnel are working on college degrees. Many of our staff members were students or parents at Harker Heights Elementary prior to being hired.

Problem Statements Identifying Demographics Needs

Problem Statement 1: More than half of our students do not have the needed supplies and come to school unprepared. **Root Cause:** Harker Heights has an 89% Economically Disadvantaged population. Harker Heights has 51% language learners population. District and community resources designed to provide needed support to students could be utilized more effectively.

Problem Statement 2: The students lack educational opportunities and real-world experiences. **Root Cause:** Harker Heights has an 89% Economically Disadvantaged population. Harker Heights has 51% Language Learners population. Opportunities for planning and engaging in hands-on, real-world experiences are not consistently taken advantage of across all grade levels and programs.

Problem Statement 3: In 17-18, the attendance rate decreased to 94%. **Root Cause:** There were no consistency with implementing the incentives for attendance especially in the lower grades.

Student Academic Achievement

Student Academic Achievement Summary

Harker Heights Elementary continues to build children where that success is dependent upon long term academic growth. We continue to build from PK to fifth grade. Comparing HHES to the district performance standards, we are at or above the district average overall in 4th Reading, 4th Math and 4th Writing. We are at or above the district average overall in 5th Reading and Math. We are below the district average in 3rd Reading and 3rd Math. We are below the district average in 5th Science.

We will continue to improve student achievement by ensuring that academics, character and relationships are equally important. We will teach the whole child. We will monitor growth using our data wall. Where does the child begin? Is he improving? What intervention strategies do we need to implement? Is this strategy working?

Writing, vocabulary development and discourse are critical components for building the child's success. Writing not only shows academic understanding; it allows for student pride. It gives a child a voice. Discourse shows in their composition writings. Does the child utilize content vocabulary in their compositions? Does the child use this vocabulary in their speaking and questioning? Does the child have hands on experiences to build this discourse? Can this child explain his thinking and understanding? Can this child edit his writing to show the strength of his understanding. By building their writing, we will build their understanding and self-pride.

Tools of Balanced Literacy and Close Reading will strengthen the teacher's effectiveness. Gradual Release will also build the student success. These tools will be paramount in August professional learning but also throughout the year. Teachers will continue to plan together and learn throughout the year. A full day each quarter will be provided for data analysis and targeted planning to meet student academic need.

Students need hands-on experiences for science. These hands-on experiences need to be aligned to the curriculum. Students will build upon these experiences to strengthen their science skills, but also their writing, reading and math.

Interventions and RtI are critical for student success. Timely assistance within the classroom and within student special programs is needed. The special education students score significantly lower than the regular education students in reading and in 3rd and 4th grade. Greater emphasis will be given on intervention for special needs students and more timely assistance in the referral process. The special programs students are making progress as noted in MAPS, but not enough to approach standard on STAAR.

	Projected Grade	Harker Heights Elementary Score
Index 1: Student Achievement	C	72
Index 2: Student Progress	C	79
Index 3: Closing Performance Gaps	C	74
Overall	C	78

An analysis of the 17-18 data shows the following:

STAAR Content	Campus	District
3rd Grade Reading	65%	73%
3rd Grade Math	69%	76%
4th Grade Reading	70%	69%
4th Grade Math	74%	74%
4th Grade Writing	59%	57%
5th Grade Reading	81%	81%
5th Grade Math	95%	95%
5th Grade Science	64%	70%

3rd Grade									
Reading	All	Hispanic	African American	White	Eco Dis	LEP	Bilingual	Sp Ed	
	65%	63%	57%	73%	63%	57%	61%	15%	
Math	All	Hispanic	African American	White	Eco. Dis.	LEP	Bilingual	Sp Ed	
	69%	66%	67%	65%	65%	64%	56%	23%	
4th Grade									
Reading	All	Hispanic	African American	White	Eco. Dis	LEP	Bilingual	Sp Ed	

	70%	66%	67%	65%	65%	64%	56%	23%	
Math	All	Hispanic	African American	White	Eco. Dis	LEP	Bilingual	Sp Ed	
	74%	73%	67%	75%	72%	80%	83%	31%	
Writing	All	Hispanic	African American	White	Eco. Dis	LEP	Bilingual	Sp Ed	
	59%	57%	47%	60%	53%	68%	72%	8 %	
5th Grade									
Reading	All	Hispanic	African American	White	Eco. Dis	LEP	Bilingual	Sped	
	81%	83%	83%	82%	80%	76%	86%	43%	
Math	All	Hispanic	African American	White	Eco. Dis	LEP	Bilingual	Sp Ed	
	95%	89%	100%	100%	95%	95%	95%	93%	
Science									
	All	Hispanic	African American	White	Eco. Dis	LEP	Bilingual	Sp Ed	
	64%	69%	43%	73%	59%	58%	70%	36%	

MAPS Data:

Kinder	Reading	Math
Campus RIT Mean:	142.9	137.4
District RIT Mean:	142.6	139.2
1st	Reading	Math
Campus RIT Mean:	161.9	165.5
District RIT Mean:	160.3	160.9

2 nd	Reading	Math
Campus RIT Mean:	172.8	175.4
District RIT Mean:	172.9	175.2
3 rd	Reading	Math
Campus RIT Mean:	187.3	190.5
District RIT Mean:	186.9	189.3
4 th	Reading	Math
Campus RIT Mean:	212.9	201.1
District RIT Mean:	214.6	205.1
5 th	Reading	Math
Campus RIT Mean:	202.5	212.4
District RIT Mean:	204.8	212.8

Student Academic Achievement Strengths

A student achievement strength at Harker Heights Elementary is the belief system that educators and education can maximize the potential for each and every child. Our teachers and staff are willing to do whatever it takes to help a student learn at higher levels.

Additional strengths are listed below:

- 5th grade is at or equal to the district average in Reading and Math.
- 4th grade is at or equal to the district average in Reading, Writing and Math.
- Students begin weak at Harker Heights Elementary and grow to show success by 5th grade. This growth is indicative of a concerted effort to build a strong foundation of learning.
- Bilingual children are successful and are truly bilingual - equally strong in both languages!
- MAPS scores show:
- Kinder Reading is above the district RIT Mean.
- 1st grade Reading and Math are above the district RIT Mean.
- 2nd grade Math is above the district RIT Mean.
- 3rd grade Reading and Math are above the district RIT Mean.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In 17-18, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 59%. In 16-17, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 55%. **Root Cause:** Empowering Writers has not been implemented with fidelity resulting in no systematic approach to teaching composition, revising and editing in grades K-5.

Problem Statement 2: In 17-18, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 64% In 16-17, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 65%. **Root Cause:** There is no systematic approach to teaching hands-on science with connections to vocabulary and concept development across all grade levels.

Problem Statement 3: In 17-18, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 64% In 16-17, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 65%. **Root Cause:** There is no systematic approach to making connections between science concepts and reading and writing in grades K-5.

Problem Statement 4: In 17-18, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR reading test was 77%. The 5th grade average was 81%, the 4th grade average was 70% and the 3rd grade average was 65%. **Root Cause:** There is a lack of consistency in utilizing intervention strategies for struggling readers.

Problem Statement 5: In 17-18, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR reading test was 77%. The 5th grade average was 81%, the 4th grade average was 70% and the 3rd grade average was 65%. **Root Cause:** Balanced Literacy has not been implemented with fidelity in grades K-5.

Problem Statement 6: In 17-18, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR math test was 79%. The 5th grade average was 95%, the 4th grade average was 74% and the 3rd grade average was 69%. **Root Cause:** Core math instructional practices in grades PK-5 need to be more systemically aligned.

Problem Statement 7: In 17-18, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR math test was 79%. The 5th grade average was 95%, the 4th grade average was 74% and the 3rd grade average was 69%. **Root Cause:** Problem solving has not been taught with fidelity in grades PK-5.

Problem Statement 8: In 17-18, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR math test was 79%. The 5th grade average was 95%, the 4th grade average was 74% and the 3rd grade average was 69%. **Root Cause:** ST Math has not been implemented with fidelity in grades K-5.

School Processes & Programs

School Processes & Programs Summary

School Organization:

"Our vision projects our future" is the common theme for the entire campus at Harker Heights Elementary. This vision where we focus on relationships, character and academics as the driving force to lead us to the future. Three criteria are the foundation for our decision making and this foundation will not change. By using the foundation of relationships, character and academics, we prepare the path for well-rounded contributors to society. This vision is the foundation for each and every decision. With a common vision, we build toward ultimate academic success for all students. We will build upon our past and prepare for our future as we work hard to obtain our goals. By keeping our eyes on the future success, we lay a sound foundation for all.

Harker Heights Elementary has PLC meetings each Wednesday with most grade levels and programs for 50 minutes. P.E., and PK meet each Thursday for 50 minutes. The PLC meetings focus on planning with clarity and growing professionally for best practices in the classrooms. An agenda is created to ensure the meetings are driven by the needs of each grade level and program. The principal, assistant principals and CIS are present each week with leadership coordinated by the leadership team. All members of the professional staff are expected to attend the PLC meetings. The master schedule has specific time blocked for each of the core subjects. Special programs including intervention are aligned with the master schedule. The master schedule drives the time frames to maximize the instructional day. The master schedule also allows administration to coordinate more targeted short walks to ensure the fidelity and validity of the programs and instructional practices.

Grade levels and special programs share lesson plans, but struggle finding a common time for analyzing the the specificities of the TEKS Resource System. Teacher surveys, study of lesson plans and short-walks showed inconsistency in depth of understanding of the specificities of the TEKS Resource System. Student summative data in MAPS, STAARS and campus level assessments shows a need for greater depth of understanding of the specificities of curriculum vertical alignment. Beginning in 2018-19, teachers will plan weekly during their conference time with the Curriculum Specialist in the curriculum specialist's office. A full day will be set aside at the beginning of each quarter to develop a overall plan for curriculum implementation and analysis.

The targeted skills addressed during intervention are based on data analysis from MAPS, common formal summative assessments and informal formative assessments. Our instructional aides are scheduled to work with small group instruction. Instructional Aides will receive monthly professional development meetings to learn best instructional practices.

The Site Based Decision Making Committee meets monthly to discuss and review the expenditure of supplemental funds, instructional practices, parental involvement, campus culture and schedules. Campus committees include Campus Conduct, Technology, Hospitality, Wellness, and Bilingual. These committees meet monthly with minutes shared with the campus. The Leadership Team meets weekly to discuss key aspects of our campus. All meetings are collaborative and serve as the driving force of student success. RtI meets monthly with all members of the grade level participating. Each grade level meets separately with RtI coordinator and administration to address student progress.

Curriculum and Instruction

Harker Heights Elementary instruction and assessment are developed through the implementation of alignment to the TEKS Resource System. This system is supported by Killeen I.S.D. and provides alignment to expectations. Teachers have a common planning period which is supported by twelve 25-minute blocks of time for their conference period. This planning is supported by administration. The Gradual Release framework is the driving force in planning.

The data wall plots individual student growth which is aligned to RtI and special programs. "Are the students making progress?" This is the common question when determining need. "Are the students in the first, second, third or fourth quartile?" "What can we do to provide better intervention?" MAPS, STAAR and Fountas & Pinnell are the basic criteria plotted on the data wall. Information from the data wall is utilized in planning, intervention and determination for special programs through RtI.

Half-day planning is provided quarterly to provide time for analysis and overall planning for the next quarter. Teachers are expected to provide focus and aligned curriculum expectations.

Staff Recruitment and Retention

Harker Heights staff is comprised of 48.5 teachers, 18 aides, 3 secretaries, 1 media aide, 8 cooks, and 1.5 day custodians. All professional staff meet Title I expectations. New teachers are supported through the mentoring program and monthly campus meetings. 2018 saw the loss of 3 teachers due to retirement, 1 due to promotion to administration, and 4 due to relocation.

Professional development is ongoing at the campus, district and state level. Professional development was provided by district and campus staff. This development was based on district focus and instructional need. Reading, application of discourse, and Science are targeted areas for professional learning. Effective intervention remains an area of focus.

The staff is an integral part of the decision making process. There is a true understanding of the campus vision. The campus is driven by decision making by SBDM, Campus Conduct, DEAC, Hospitality and Technology.

Technology:

Providing students and staff with high quality technology is an integral component of the campus vision. In order for our children to be successful, we must provide the technology that enables them to compete when reaching secondary school. We have 3 portable labs with laptops that were purchased in the past two years. Each classroom has 5 desktop computers. There are 10 iPads in each classroom. PK-2nd have 10 iPods per classroom. Each classroom has an interactive white board. We did not receive the Interactive Projectors that were to be installed as part of the Campus Life Cycle. Harker Heights Elementary supports technology with programs such as STMath, StemScopes, GIZMOS, MyOn, and Brain Pop.

School Processes & Programs Strengths

The campus vision is a strength. Staff and parents can explain the vision of character, relationships and academics being equally important.

The Master Schedule which provides each teacher with twelve 25 minute time slots for planning and conferencing is a strength. This master schedule aligns special programs where time is maximized for each child. Classroom instruction, special programs such as special education, dyslexia and ESL, music and p.e. are work based on the 55 minute time blocks with 5 minutes between each block for student transfer. There are no minutes lost in the schedule!

Data analysis is built upon a common tool - student magnets. Programs are noted by specific colors. Quartiles are aligned. Everyone speaks the same language.

Professional Development is ongoing and applicable to student need. The faculty is filled with vibrant willing learners.

Focus on technology is a strength. The goal of providing classroom technology is ongoing with replacements as needed to maintain this high level of access for each child.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Special Program teachers and General Education Teachers do not have a consistently collaborate to ensure student goals are embedded in the daily lesson plans. **Root Cause:** There is not a designated block of time for classroom teachers and special programs teachers to collaborate and plan with focus and fidelity.

Problem Statement 2: 20% of the teachers do not implement the instructional strategies of Writers Workshop, Balanced Literacy and Gradual Release with fidelity with attention to differentiation of specificity for each child including ELL, bilingual, At-Risk, and GT students. **Root Cause:** Departmentalization of lesson planning does not meet the instructional need for unified focus of fidelity in instructional understanding of curriculum, assessment and instructional needs in all classes and all subject areas.

Perceptions

Perceptions Summary

Harker Heights Elementary is known as a neighborhood school. It has a rich history of community and family support. Harker Heights Elementary is the hub of the neighborhood. The building itself is the oldest public building in Harker Heights that is still being used for its original purpose. It is respected by parents and community. The businesses, churches, civic clubs and neighbors support the children of the school. Second and third generations proudly boast of having attended HHES.

There are a variety of ways that involvement is measured. While there is no PTA/PTO, there is an active Family Night that meets once a month. Family Night begins with a 30 minute parent meeting. It follows with an hour of interaction with parents, teachers, and students. The activities target academics, music, games and support. In 17-18, there was an average of 300 parents in attendance at Family Night with a maximum of 650. There are a minimum of 150 parents that will attend each month and this includes the parent meeting! There were over 500 in attendance at Kinder graduation and over 300 in attendance at 5th grade banquet. Parent involvement, to include volunteering during the school day, has not reached the level of participation exhibited during Family Nights.

Parent surveys are taken at the beginning and end of each school year and at the beginning of each quarter. There are always over 150 surveys returned each quarter with over 500 returned at the end of the school year. All surveys show support for the school's vision, student learning, procedures and relationships. They give suggestions for activities. The suggestions are always thoughtful and viewed as collaborative.

In 17-18, the bilingual parenting class was to meet 5 days a week for 1.5 hours each day. Attendance was 10 parents. This was significantly lower for 2017-18. Parent and community volunteers during the instructional day averaged less than 5. This was 50% lower than 16-17.

There is a full time parent liaison who serves bilingual and non-bilingual parents. The fact that 2 administrators and the parent liaison are bilingual makes the parents feel comfortable in the school. All are greeted when they enter the school. There is a warm feeling of respect for all parents and visitors. There is also a strong feeling of safety. No one gains access to the school without entering the office. It is friendly, but it is firm.

Harker Heights Elementary has a strong support within the community. H.E.B., Walmart, Navy Federal Credit Union, Harker Heights Rotary, Pizza Hut, Harker Heights Kiwanis and the Harker Heights Chamber of Commerce are regular supporters of the students and staff at Harker Heights Elementary. Each child's physical needs are met with school supplies, coats, shoes and clothing. In turn, the students support the community by contributing over 4,000 cans of food for the food drive, 2,984 bags for recycling on Earth Day, helping with changing of bulletin boards, escorting guests and setting up for special events. The students also support the community by writing cards for soldiers, public servants and residents in nursing homes. This nurturing spirit extends to and from the students.

Our adopt a school unit was not as active as they have been in the past due to deployment. Still, they supported the campus at each Knighting Ceremony, each school carnival and field day, special event days like 9-11 and Veterans' Day.

We must always be cognizant of finding ways to communicate with the parents and community. What is the most effective way to reach the parents? In a school of poverty, the phone numbers are not always current or available. Body language speaks louder than words. We must make certain all staff treat all parents with dignity and respect. A bilingual school must make certain that communication is projected in both English and Spanish. Ongoing communication through newsletters, phone calls and personal contact is critical for establishing a warm culture.

Behavior Management is focused around common standards in PK-2nd and 3rd-5th. PK-2nd are based on colors of green, blue, yellow and red. These same standards are utilized in the cafeteria. 3rd-5th utilize a class banking system. Students with 2 office referrals are placed on a behavior contract where goals are set to maximize positive behavior. Counseling is included in these behavior contracts. Disciplinary referrals tend to focus on primary aged children. There were 442 office referrals during the 2017-2018 school year. This was a 10% decrease from 2016-17. 70% of the office referrals come from the same 20 students.

Safety is routine. Drills are conducted regularly. Students are taught to "take a knee and turn in the direction of a whistle." This is practiced in P.E. and during recess. It helps line up students at the end of class. It also helps with being able to communicate quickly and efficiently.

Perceptions Strengths

Strengths Include:

Family Night - average attendance 300 with a high of 650. The framework of 30 minutes for a parent meeting prior to 60 minutes of parent/student interactive activities in classrooms focusing on academic needs works.

Parents eat lunch with their students regularly.

Community Support - the support for the students is strong. The support from the students for the community is strong.

Communication is ongoing with newsletters and face to face conversations. The school newsletter goes home bi-weekly. Blackboard Connect is delivered in English and Spanish.

Our counselor worked closely with volunteers and parent communication.

Monthly safety drills are conducted with fidelity. The practice of stopping and turning in the direction of a whistle is effective.

Character Education is rewarded with Early Act First Knights. Members of the Guild serve as student council. After school clubs include choir, instrument choir, and technology.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In 2017-18 there was a 10% decrease in disciplinary referrals; however, 70% of the referrals come from 20 students. **Root Cause:** Consistent implementation of behavior contracts through the RtI process is needed for students with persistent disciplinary concerns.

Problem Statement 2: In 2017-18, the percentage of parent volunteers dropped by 50%. **Root Cause:** The communication of the process for how to qualify as a parent volunteer is not extended with fidelity.

Problem Statement 3: While we had over 300 in average attendance for Family Nights in 2017-2018, parent involvement in other areas, such as volunteering during the school day, is needed to positively impact student success. **Root Cause:** Consistent collaboration between parents and school personnel is not extended in each classroom.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Harker Heights Elementary, as part of Killeen ISD, will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.


Performance Objective 1: For 2018-19, we expect at least a 6% increase of all student performance in Writing including special education, ELL, Bilingual, GT, At-Risk and 504 students.

Evaluation Data Source(s) 1: STAAR, CIRCLE, Fountas and Pinnell, MAP, and Campus Level Assessment based on TEKS Resource Curriculum System

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) All members of the leadership team will participate in Empowering Writer's workshop training. The leadership team consists of the principal, assistant principals and CIS. The leadership team will utilize this information to lead campus PLC's for teachers and instructional assistants.</p>	2.4, 2.5, 2.6	Principal Assistant Principal CIS	STAAR MAPS Campus Assessments				
Problem Statements: Student Academic Achievement 1							
<p>2) The leadership team will collaborate with grade level leaders, to include teachers of ELL and bilingual students, to identify and plan for the implementation of research based revising and editing strategies.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2 Funding Sources: 263 - ESEA, Title III Part A - 2000.00, 165/BIO - Bilingual - 1000.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) During August staff development, all PK-5 teachers, will be trained to teach writing through a writer's workshop approach.</p>	2.4, 2.5, 2.6	Principal Assistant Principals CIS Teachers	Student Progress Monitoring/STAAR/Tejas Lee/CIRCLE/MAPS/ Campus Level Assessment based on TEKS Resource System				

<p>4) During August staff development, teachers in grades PK-5 will map and design writing instruction</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Teachers in grades K-5 will teach writing daily through a writer's workshop approach. Teachers in 4th grade will teach the first semester through a writer's workshop approach. During the second semester, 4th grade teachers will teach writing to a prompt. Bilingual instructional supplies will specifically address writing needs for the bilingual students</p>	2.4, 2.5, 2.6	Principal CIS Assistant Principals Classroom Teachers Special Program Teachers	Student Progress Monitoring STAAR Campus Level Assessment based on TEKS Resource System				
Problem Statements: Student Academic Achievement 1							
Funding Sources: 211 - ESEA, Title I Part A - 1000.00, 165/BIO - Bilingual - 2000.00, 165/ES0 - ELL - 1990.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>6) Teachers will give common composition writing assessments each month. These assessments will be scored during conference period by grade level with support from leadership team. (PK-5). Data will be gathered from these assessments to determine instructional learning needs.</p>	2.4, 2.5, 2.6	Principal Assistant Principal CIS	STAAR Campus Assessments				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>7) STAAR-like revising and editing practice will be done in grades 2-5 daily. In grades K-1, revising and editing will be done through a gradual release of responsibility model. Revising and editing will be done daily in K-1.</p>	2.4, 2.5, 2.6	Principal Assistant Principal CIS	STAAR MAPS Campus Assessments				
Problem Statements: Student Academic Achievement 1							
Funding Sources: 165/ES0 - ELL - 1000.00, 166 - State Comp Ed - 3505.47, 263 - ESEA, Title III Part A - 2683.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) Students in grades K-5 will do a written composition and a revising and editing assessment each nine weeks, which will be scored by classroom teachers and the leadership team. Data will be plotted on data wall to be used for instructional strategies.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR Campus Assessment				
Problem Statements: Student Academic Achievement 1							

Critical Success Factors CSF 1 CSF 3 CSF 7 9) The administrative team, consisting of the principal, assistant principals and CIS will do writing-specific bi-monthly walkthroughs in each teacher's classroom and provide teachers with feedback on implementation of writer's workshop.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR Campus Assessment				
	Problem Statements: Student Academic Achievement 1						
10) The Campus Level Instructional Rounds in October will focus on the implementation of Writer's Workshop	2.4, 2.5, 2.6	Principal AP's CIS	STAAR Campus Assessment				
	Problem Statements: Student Academic Achievement 1						
11) Ongoing Writing professional development will occur throughout the course of the 18-19 school year.	2.4, 2.5	Principal AP's CIS	STAAR Campus Assessment				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 1000.00						
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: In 17-18, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 59%. In 16-17, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 55%. Root Cause 1: Empowering Writers has not been implemented with fidelity resulting in no systematic approach to teaching composition, revising and editing in grades K-5.
School Processes & Programs
Problem Statement 2: 20% of the teachers do not implement the instructional strategies of Writers Workshop, Balanced Literacy and Gradual Release with fidelity with attention to differentiation of specificity for each child including ELL, bilingual, At-Risk, and GT students. Root Cause 2: Departmentalization of lesson planning does not meet the instructional need for unified focus of fidelity in instructional understanding of curriculum, assessment and instructional needs in all classes and all subject areas.


Goal 1: Harker Heights Elementary, as part of Killeen ISD, will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 2: For 2018-19, we expect at least a 6% increase of all student performance in Science including special education, ELL, Bilingual, GT, At-Risk and 504 students.

Evaluation Data Source(s) 2: STAAR, MAP and Campus Level Assessment based on TEKS Resource Curriculum System, Fountas & Pinnell assessments,

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) During August staff development, all PK-5 teachers, will experience hands-on science experiments and will connect these experiences to writing, reading and math.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR Campus Level Formative and Summative Assessment will be planned during common grade level planning with CIS				
				Problem Statements: Student Academic Achievement 2, 3			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) During August staff development, teachers in grades PK-5 will map and design science instruction. Each nine weeks, teachers will map and design science instruction specifically for their students based on curriculum and assessment.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR Campus Level Formative and Summative Assessment will be planned during common grade level planning with CIS				
				Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 165/BI0 - Bilingual - 1000.00, 211 - ESEA, Title I Part A - 1000.00, 263 - ESEA, Title III Part A - 1000.00			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Teachers in grades PK-5 will teach science daily in a designated time slot in the master schedule. Science will be integrated into writing and non-fiction reading comprehension through a gradual release of responsibility model. They will follow the campus master schedule for time on instruction. * Campus wide science fair will be conducted each quarter targeting the 4 objectives of STAAR Science at all grade levels. This will be similar in format to Science Olympiad activities but for all students at all grade levels and will include all programs during the instructional day.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR Campus Level Formative and Summative Assessment will be planned during common grade level planning with CIS				
				Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211 - ESEA, Title I Part A - 3810.00, 165/BI0 - Bilingual - 5500.00			

Critical Success Factors CSF 1 CSF 2 CSF 4 4) Students in grades K-5 will be given a common unit assessment in science which will be scored by classroom teachers and plotted for success and instructional needs.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR Campus Level Formative and Summative Assessment will be planned during common grade level planning with CIS				
	Problem Statements: Student Academic Achievement 2, 3						
Critical Success Factors CSF 1 CSF 2 CSF 4 5) A Science Teacher will provide targeted hands-on Science experiences weekly to each 2nd-5th grade class.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR Campus Level Formative and Summative Assessment will be planned during common grade level planning with CIS				
	Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 166 - State Comp Ed - 64494.53						
Critical Success Factors CSF 1 CSF 4 CSF 5 6) Each monthly family night will target non-fiction curriculum aligned to grade level expectations. One month will focus on Matter and Energy. One month will focus on Force, Motion and Energy. One month will focus on Earth and Space. One month will focus on Organisms and Environments.	2.4, 2.5, 2.6, 3.1	Principal AP's CIS	STAAR Campus Level Formative and Summative Assessment will be planned during common grade level planning with CIS				
	Problem Statements: Student Academic Achievement 2, 3						
Critical Success Factors CSF 1 CSF 2 CSF 3 7) The Campus Level Instructional Rounds in January will focus on the implementation of hands-on science experiences with alignment to GRR.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR Campus Level Formative and Summative Assessment will be planned during common grade level planning with CIS				
	Problem Statements: Student Academic Achievement 2, 3						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 8) The administrative team, consisting of the principal, assistant principals and CIS will do science -specific monthly walkthroughs in each teacher's classroom and provide teachers with feedback on implementation of GRR in regard to Science, Math or Reading instruction.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR Campus Level Formative and Summative Assessment will be planned during common grade level planning with CIS				
	Problem Statements: Student Academic Achievement 2, 3						
							

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 2: In 17-18, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 64% In 16-17, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 65%. **Root Cause 2:** There is no systematic approach to teaching hands-on science with connections to vocabulary and concept development across all grade levels.

Problem Statement 3: In 17-18, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 64% In 16-17, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 65%. **Root Cause 3:** There is no systematic approach to making connections between science concepts and reading and writing in grades K-5.

Goal 1: Harker Heights Elementary, as part of Killeen ISD, will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.







Performance Objective 3: For 2018-19, we expect at least a 6% increase of all student performance in Reading including special education, ELL, Bilingual, GT, At-Risk and 504 students.

Evaluation Data Source(s) 3: STAAR, MAP, and Campus Level Assessment based on TEKS Resource Curriculum System

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) In August, all members of the leadership team will participate in Balanced Literacy training.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR Campus Assessment				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) During August staff development, all PK-5 teachers, will be trained to teach reading through a Balanced Literacy approach.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessments				
Problem Statements: Student Academic Achievement 4, 5							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) During August staff development, teachers in grades PK-5 will map and design reading instruction. Each nine weeks, teachers will map and design reading instruction specifically for their students based on curriculum and assessment.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment				
Problem Statements: Student Academic Achievement 4, 5							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Teachers will design lessons that integrate the gradual release model of instruction with a balance of DOK levels and an emphasis on balanced literacy while following targeted TEKS Resource System aligned instruction in all content areas, which will increase student application of skills at each grade level and for all sub groups.</p> <p>GT Funds will be used to extend Reading instruction to strengthen GT students Mastering Level of success in Reading</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS				
<p>Problem Statements: Student Academic Achievement 4, 5 - School Processes & Programs 2</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 12580.89, 165/B10 - Bilingual - 6855.00, 177 - Gifted/Talented - 577.00, 166 - State Comp Ed - 2000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>5) Teachers will monitor interventions for each child scoring below grade level using data wall. Electronic Progress Monitoring will be updated monthly during PLC and monitored by AP/CIS.</p> <p>Fountas and Pinnell Leveled Literacy Intervention (LLI) Kits will be utilized (K-5), 3 times a week for intervention. Intervention block will be common for all grade levels. The intervention blocks will be aligned to the master schedule to include LLI interventions. Additional Targeted Support will be provided to Children of Two or More Races through inclusion intervention during the Reading Block using LLI in order to increase academic achievement.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAARS MAPS				
<p>Problem Statements: Student Academic Achievement 4, 5</p> <p>Funding Sources: 166 - State Comp Ed - 2000.00, 165/B10 - Bilingual - 2000.00, 263 - ESEA, Title III Part A - 2000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Interventionists, one for K-2nd and one for 3rd-5th, will work with Tier II and Tier III students to address struggles in Reading and Application of Skills. Teacher will integrate rigorous instructional strategies while following targeted TEKS Resource System aligned instruction in all content areas which will increase student application of skills at each grade level. Additional Targeted Support will be provided to Children of Two or More Races through inclusion intervention during the Reading Block by the Interventionist using LLI in order to increase academic achievement.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment				
<p>Problem Statements: Student Academic Achievement 4, 5</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 150369.11</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Instructional aides will address specific needs of students with small group instruction targeting differentiated instruction for At-Risk students. In the bilingual classrooms, bilingual instructional aides will assist bilingual students Additional Targeted Support will be provided to Children of Two or More Races through inclusion intervention during the Reading Block using LLI in order to increase academic achievement.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment				
	<p>Problem Statements: Student Academic Achievement 4, 5 Funding Sources: 211 - ESEA, Title I Part A - 89100.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Balanced Literacy will be used within the GRR Framework daily and consistently with fidelity starting at the beginning of the school year. This includes Guided Reading utilizing the Guided Reading and Writing Continuum book along with the TRS Resource system.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment Fountas & Pinnell				
	<p>Problem Statements: Student Academic Achievement 4, 5</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Students in grades K-2 will be given Fountas & Pinnell running records assessment monthly. Students in grades 3-5 will be given common reading assessment and analyzed monthly. These assessments will be scored by classroom teachers and plotted for success and instructional needs. using the data wall.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment Fountas & Pinnell				
	<p>Problem Statements: Student Academic Achievement 4, 5</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>10) Author will present realistic fiction reading material integrating hands-on science with literature to all students in grades PK-5. Students will read the author's books and connect the material to their science and writing curriculum. - Rachel Shankles, Author</p>	2.4, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment Fountas & Pinnell				
	<p>Problem Statements: Student Academic Achievement 2, 3, 4, 5 Funding Sources: 211 - ESEA, Title I Part A - 4500.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 2: In 17-18, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 64% In 16-17, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 65%. **Root Cause 2:** There is no systematic approach to teaching hands-on science with connections to vocabulary and concept development across all grade levels.

Problem Statement 3: In 17-18, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 64% In 16-17, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 65%. **Root Cause 3:** There is no systematic approach to making connections between science concepts and reading and writing in grades K-5.

Problem Statement 4: In 17-18, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR reading test was 77%. The 5th grade average was 81%, the 4th grade average was 70% and the 3rd grade average was 65%. **Root Cause 4:** There is a lack of consistency in utilizing intervention strategies for struggling readers.

Problem Statement 5: In 17-18, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR reading test was 77%. The 5th grade average was 81%, the 4th grade average was 70% and the 3rd grade average was 65%. **Root Cause 5:** Balanced Literacy has not been implemented with fidelity in grades K-5.

School Processes & Programs

Problem Statement 2: 20% of the teachers do not implement the instructional strategies of Writers Workshop, Balanced Literacy and Gradual Release with fidelity with attention to differentiation of specificity for each child including ELL, bilingual, At-Risk, and GT students. **Root Cause 2:** Departmentalization of lesson planning does not meet the instructional need for unified focus of fidelity in instructional understanding of curriculum, assessment and instructional needs in all classes and all subject areas.

Goal 1: Harker Heights Elementary, as part of Killeen ISD, will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 4: For 2018-19, we expect at least a 5% increase of all student performance in Math including special education, ELL, Bilingual, GT, At-Risk and 504 students.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) During August staff development, all PK-5th teachers will be trained to teach problem solving	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment based on TEKS Resources				
				Problem Statements: Student Academic Achievement 6, 7, 8			
Critical Success Factors CSF 1 CSF 2 CSF 4 2) During August staff development, teachers in grades PK-5 will be trained on how to design a GRR math lessons through the backward design process.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment based on TEKS Resources				
				Problem Statements: Student Academic Achievement 6, 7, 8			
3) The leadership team will collaborate with grade level leaders, to include teachers of ELL and bilingual students, to identify and plan for the implementation of research based problem solving intervention strategies in grades PK-5.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment based on TEKS Resources				
				Problem Statements: Student Academic Achievement 6, 7, 8 Funding Sources: 166 - State Comp Ed - 1500.00			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 4) Teachers will monitor interventions for each child scoring below grade level using data wall. Electronic Progress Monitoring will be updated monthly during PLC and monitored by AP/CIS. The intervention blocks will be aligned to the master schedule to include math interventions. * Education Galaxy	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment based on TEKS Resources				
				Problem Statements: Student Academic Achievement 6, 7, 8 Funding Sources: 211 - ESEA, Title I Part A - 4000.00			

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Teachers will utilize data from MAP Reading and Math assessments given three times a year. In addition, teachers will utilize data from ST Math plotted monthly. Monitoring of math levels will provide appropriate instructional alignment.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment based on TEKS Resources ST Math				
Problem Statements: Student Academic Achievement 6, 7, 8							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Hands-on tasks and the use of manipulatives will be embedded into the lesson design to offer a visual for students to make deeper connections. Discourse will be utilized in math instruction where students explain their problem solving strategies. This discourse will be aligned to the GRR matrix.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment based on TEKS Resources				
Problem Statements: Student Academic Achievement 6, 7, 8 Funding Sources: 211 - ESEA, Title I Part A - 2000.00							
<p>7) In all grade levels, ST Math will be incorporated as a curriculum supplement. It will be utilized not only as a computer-based program, but it will also be incorporated into the math class lessons.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment based on TEKS Resources ST Math				
Problem Statements: Student Academic Achievement 6, 7, 8							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Teachers will monitor interventions for each child scoring below grade level using data wall. Electronic Progress Monitoring will be updated monthly during PLC and monitored by AP/CIS. Do the Math Kits will be utilized (K-5), 3 times a week for intervention. Intervention block will be common for all grade levels. The intervention blocks will be aligned to the master schedule to include Do the Math interventions. Additional Targeted Support will be provided to Children of Two or More Races through inclusion intervention during the Math Block using Do the Math in order to increase academic achievement.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment based on TEKS Resources				
Problem Statements: Student Academic Achievement 6, 7							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>9) Spiraling of math skills will be done daily and consistently based on content that has already been taught. It will be done as part of the morning work at the beginning of the day.</p>	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAPS Campus Assessment based on TEKS Resources				
Problem Statements: Student Academic Achievement 6, 7							

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 6: In 17-18, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR math test was 79%. The 5th grade average was 95%, the 4th grade average was 74% and the 3rd grade average was 69%. **Root Cause 6:** Core math instructional practices in grades PK-5 need to be more systemically aligned.

Problem Statement 7: In 17-18, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR math test was 79%. The 5th grade average was 95%, the 4th grade average was 74% and the 3rd grade average was 69%. **Root Cause 7:** Problem solving has not been taught with fidelity in grades PK-5.

Problem Statement 8: In 17-18, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR math test was 79%. The 5th grade average was 95%, the 4th grade average was 74% and the 3rd grade average was 69%. **Root Cause 8:** ST Math has not been implemented with fidelity in grades K-5.

Goal 2: Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.

Performance Objective 1: By the end of the 2018-19 school year, 100% of all professional staff will participate in a minimum of 4 district or campus level professional development sessions covering a variety of research based learning to build teacher capacity to be more effective in interventions and instructional practices through PLC's.

Evaluation Data Source(s) 1: Transcripts, Surveys, Participation, Retention Numbers, Exit Reports, STAAR Results, MAPS, and TELPAS.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Professional Development will build capacity of teachers and administrators as instructional leaders, to include teachers of GT students, special education students, bilingual students, ELL students, At-Risk Students and 504 students. The alignment of professional development will emphasize gradual release and discourse as a means to build self-confidence in academics, relationships and character. Entire Staff will participate in book study during PLC once a month. Additional book studies will occur after school.</p>	2.4, 2.6	Principal Assistant Principals CIS Teachers	Teacher Survey Implementation as evidenced in STAAR/MAPS/Fountas & Pinnell/CIRCLE				
<p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: 165/BIO - Bilingual - 2000.00, 211 - ESEA, Title I Part A - 2000.00</p>							

<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>2) Professional conferences will build capacity of teachers and administrators as instructional leaders, to include teachers of GT students, special education students, bilingual students, ELL students, At-Risk Students and 504 students. Conferences include but are not limited to:</p> <ul style="list-style-type: none"> * Fisher and Frey * Writer's Workshop * Balanced Literacy * Region XII GT Training * Agricultural Science for Students * ASCD * Education Galaxy 	2.4, 2.6	Principal Assistant Principals CIS Teachers	Teacher Survey Implementation as evidenced in STAAR/TPRI/Fountas & Pinnell/CIRCLE/mClass				
<p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 14544.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Professional Learning Communities will examine data in order to differentiate instruction aligned to targeted TEKS for GT, 504, special education, bilingual, ELL and At-Risk students. Full Day Substitutes will be used to provide extended time for PLCs.</p>	2.4, 2.6	Principal Assistant Principals CIS Teachers	Teacher Survey Implementation as evidenced in STAAR/Fountas & Pinnell/CIRCLE/MAPS				
<p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 9000.00, 263 - ESEA, Title III Part A - 1000.00</p>							
<p>4) Harker Heights Elementary will participate in Instructional Rounds during Professional Learning Communities and Professional Development to strengthen the understanding of the writing instruction and hands on science instruction focusing on connection of gradual release to existing tools of instruction.</p> <ul style="list-style-type: none"> * Gradual Release * Writer's Workshop * Depth of Knowledge 	2.4, 2.5, 2.6	Principal Assistant Principals CIS Teachers	Instructional Rounds Short Walks Teacher Survey				
<p>Problem Statements: School Processes & Programs 2</p>							
<p align="center">Critical Success Factors CSF 2 CSF 3</p> <p>5) 100% of the Harker Heights Elementary Staff will participate in ongoing RtI education to strengthen implementation of interventions and recommendations for special program referrals. 100% of all staff will utilize the data wall to identify and monitor student progress based on intervention and effective assessment monitoring</p> <ul style="list-style-type: none"> * Professional Learning to strengthen differentiation strategies 	2.4, 2.5, 2.6	Principal Assistant Principals CIS Counselor Teachers	RtI Logs				
<p>Problem Statements: School Processes & Programs 2</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) The Campus Momentum Plan will be developed collaboratively and will outline a cohesive year-long professional development plan to address the district wide problem of practice. The focus of our momentum plan for this year will be with the alignment of gradual release and the integration of writing strategies for compositions, revising and editing.</p>	2.4, 2.6	Principal Assistant Principals CIS Teachers	Instructional Rounds, Short Walks, Teacher Surveys				
	Problem Statements: School Processes & Programs 2						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) The campus will participate in district instructional rounds and conduct 3 internal rounds during the school year targeting writing instructional strategies, science and gradual release.</p>	2.4, 2.5, 2.6	Principal Assistant Principals CIS Teacher Leaders	Instructional Rounds,				
	Problem Statements: School Processes & Programs 2						
<p>8) The CIS will supervise the mentoring program. In that capacity, the CIS will ensure that each first year teach is provided a mentor and will provide ongoing professional learning with monthly after-school campus meetings for mentors and new teachers.</p>	2.6	Principal CIS	Increased support for new teachers.				
	Problem Statements: School Processes & Programs 2						
<p>9) Teachers needing help in content will be given an opportunity to observe team members noting desired instructional strategies.</p>	2.5	Principal Assistant Principal CIS	Increased student performance in all content areas as measured by STAAR, MAPS and campus assessment				
	Problem Statements: School Processes & Programs 2 Funding Sources: 211 - ESEA, Title I Part A - 500.00						

Performance Objective 1 Problem Statements:

<p>School Processes & Programs</p> <p>Problem Statement 2: 20% of the teachers do not implement the instructional strategies of Writers Workshop, Balanced Literacy and Gradual Release with fidelity with attention to differentiation of specificity for each child including ELL, bilingual, At-Risk, and GT students. Root Cause 2: Departmentalization of lesson planning does not meet the instructional need for unified focus of fidelity in instructional understanding of curriculum, assessment and instructional needs in all classes and all subject areas.</p>


Goal 3: All Harker Heights Elementary personnel, as a part of Killeen ISD, will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: By June 2018, there will be a 10% increase in parent involvement at Harker Heights family activities.

Evaluation Data Source(s) 1: Sign In Sheets from Parent Involvement Activities, Parent Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Monthly Family Activities will target academic skills and application of skills connecting home activities with school activities.</p> <p>September - Reading and Writing Strategies October - Science Experiences November - American History Role Models and Writing December - Family Celebrations January - Math and Writing February - Living History March - Science and Writing April - Family Picnic (locally funded)</p> <p>Family Night is from 6:00-7:00. PK is divided into 3 sections. Two of the sections focus on PK activities. 1 section will serve as extensions for preschool children who will transition to school.</p>	3.1, 3.2	Teachers CIS AP Counselor Principal	Parent Survey Parent Attendance				
Problem Statements: Perceptions 3							
<p>2) Students and Parents will work together during the day to compete in friendly activities focusing on relationship building and physical skills.</p> <p>Harvest Festival celebrating Fall: Picnic in the Park celebrating Spring</p>	3.2	All Staff Principal	Parent and Student Survey				

3) ELL Parents will interact in parenting class to identify ways to help their children be successful in school. Classes will be held 5 times per week. * Wonderful Wednesdays - On Wednesdays ELL parents will bring preschoolers with them to classes. Parenting strategies to help preschoolers prepare to transition from home to school will be taught to children and parents.	3.1, 3.2	Principal Counselor Bilingual Parent Liaison Teachers	ELL Parent Participation Parent Surveys				
	Problem Statements: Perceptions 2, 3 Funding Sources: 263 - ESEA, Title III Part A - 3700.00						
4) In order to better serve parental needs, the staff of Harker Heights Elementary survey parents quarterly seeking input regarding activities and programs.	3.1, 3.2	Principal Assistant Principals Counselor Parent Liaison Teachers	Quarterly Surveys				
	Problem Statements: Perceptions 2						
5) Parent Liaison will attend the practical parent education training.	3.1	Principal Parent Liaison	Attendance in Parenting Activities				
	Problem Statements: Perceptions 2, 2						
6) Parents of Language Learning Children will work with their children to produce a quarterly project focusing on science understanding. The parents and students will work after school in the library to build a better understanding of science and vocabulary as a joint venture with the parent and child. This activity throughout the month prior to the campus science nights to give individual support in language for the ELL parents and children.	3.1, 3.2	Principal Assistant Principals CIS ELL teacher Classroom Teachers	Attendance Parent and Student Surveys				
	Problem Statements: Student Academic Achievement 2 - Perceptions 2, 3 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 3228.00						
7) Prior to each Family Night, a parenting meeting will be held in the cafeteria targeting student success strategies as a means of assisting parents.	3.1, 3.2	Principal Assistant Principals Counselors Parent Liaison	STAAR and EOY Assessment				
8) To promote student character and attendance the HH Star Mart will provide Star Bucks for perfect attendance, no tardies and acts of character. These bucks will be used to purchase school supplies and treats in a store that will be coordinated by counselors. Parents will be encouraged to help manage the Star Mart.	2.6, 3.1, 3.2	Principal Counselors	Increased Attendance Strong Character Increased Parent Involvement during the instructional day.				
	Problem Statements: Perceptions 1						
9) Parent Involvement will be a part of the behavior contracts to encourage positive student growth. Star Mart tokens will be given with mastering behavior goals.	2.6, 3.1, 3.2	Principal Assistant Principal Counselors	Positive Behavior Increased Parent Involvement				
	Problem Statements: Perceptions 1						
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: In 17-18, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 64% In 16-17, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 65%. Root Cause 2: There is no systematic approach to teaching hands-on science with connections to vocabulary and concept development across all grade levels.
Perceptions
Problem Statement 1: In 2017-18 there was a 10% decrease in disciplinary referrals; however, 70% of the referrals come from 20 students. Root Cause 1: Consistent implementation of behavior contracts through the RtI process is needed for students with persistent disciplinary concerns.
Problem Statement 2: In 2017-18, the percentage of parent volunteers dropped by 50%. Root Cause 2: The communication of the process for how to qualify as a parent volunteer is not extended with fidelity.
Problem Statement 3: While we had over 300 in average attendance for Family Nights in 2017-2018, parent involvement in other areas, such as volunteering during the school day, is needed to positively impact student success. Root Cause 3: Consistent collaboration between parents and school personnel is not extended in each classroom.


Goal 4: Harker Heights Elementary, as a part of Killeen ISD, will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

Performance Objective 1: By June 2019, there will be a 10% decrease in student conduct referrals by increasing the recognition of students who display good character traits. In addition, Harker Heights will promote a healthy, secure and orderly environment for students, staff, families, and the community by implementing a uniformed set of procedures and discipline management strategies.

Evaluation Data Source(s) 1: EAFK Awards, Star Mart, Surveys, Safety Reports, Discipline Referral Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Character Education Lessons support student perseverance over adversities which impact positively in academic success. Children need to believe that they can achieve their lifelong dreams and can make a difference in this world, in order to excel academically. * Quarterly Writing Assignments describing impact of character on an individual in history * Early Act First Knights * Star Mart	2.4, 2.5, 2.6	Principal Counselor Assistant Principals Teachers Parent Liaison	Parent Surveys Student Surveys Conduct Records				
				Problem Statements: Perceptions 1 Funding Sources: 211 - ESEA, Title I Part A - 2450.00			
2) Education and counseling regarding bullying and respect for all individuals will be included by all teachers and all programs. Coordination of special programs for positive relationships for students will be done by campus counselors. Parenting workshops to instruct parents of the need for respect for all individuals and steps regarding consequences for bullying and harassment will be conducted monthly	2.5, 2.6	Principal Counselor Assistant Principals Teachers	Parent Surveys Student Surveys Conduct Records Attendance Records				
				Problem Statements: Perceptions 1			
3) Bullying Prevention Strategies will be integrated into regular classroom instruction and standards. * Counselor will provide guidance sessions for anti-bullying strategies * Each incident of suspected bullying will be investigated and reported. Counseling will be provided for victim and offender. Star Mart Tokens will be provided as incentives for positive character.	2.5, 2.6	Principal Assistant Principals Counselor Teachers	Conduct Records Student and Parent Surveys				
				Problem Statements: Perceptions 1			

4) Follow uniform discipline system * PK-2nd grade will uniformly use the color system of green, blue, yellow and red. *3rd-5th will uniformly use same levels of expectation as PK-2nd, but without color charts. * With each office referral, there will be a parent conference and guidance session by counselor * After 2 office referrals, child will be placed on a behavior contract coordinated with parent, teacher and administrator.	2.4, 2.6	Principal Assistant Principals Counselor Teachers	Conduct Records				
	Problem Statements: Perceptions 1						
5) Students not receiving a disciplinary referral will earn Star Bucks to be used for rewards in the Star Mart	2.6	Principal Counselors Assistant Principal	Decreased Disciplinary Referrals Increased Self Esteem				
	Problem Statements: Perceptions 1						
6) Arrival, Dismissal and Transportation Procedures * Students arriving early will line up in hall by office by grade level. K-5th will eat breakfast between 7:00-7:25. PK will eat breakfast between 7:30-8:00. Recess is built within the instructional day. * Dismissal - Aides and special program teachers supervise daycare and bus dismissal. Classroom teachers escort parent pick-up and walkers outside. PK-2nd must be picked up by parent or designee. ID cards are required for release.	2.5, 3.2	Principal Assistant Principals Counselor Teachers	100% Safe Schools Parent Survey				
	Problem Statements: Perceptions 1						
7) Physical Education Teachers will utilize sound instructional strategies that promote health and fitness as targeted by the standard of Teks Resources. Each student has 27 minutes of physical education daily with highly qualified teachers. Each child has 10 minutes of lunch recess and 15 minutes of scheduled recess daily. Healthy habits instruction are promoted by all teachers and programs. Physical Fitness testing will be included quarterly.	2.4, 2.5, 2.6	Physical Education Teachers Classroom Teachers Principal Assistant Principals CIS	Physical Fitness Testing, Campus Based Assessments				
	Problem Statements: Perceptions 1						
							

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: In 2017-18 there was a 10% decrease in disciplinary referrals; however, 70% of the referrals come from 20 students. Root Cause 1: Consistent implementation of behavior contracts through the RtI process is needed for students with persistent disciplinary concerns.

Goal 5: Harker Heights Elementary, as a part of Killeen ISD, will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 1: During the 2018-19 school year, the Harker Heights master schedule will ensure protected instructional time and will provide teachers adequate time for collaboration, studying of the curriculum, and planning for instruction and interventions to maximize learning for all students and staff.

Evaluation Data Source(s) 1: Teacher Survey, RtI documentation, CIRCLE, MAPS and STAAR data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Follow a master schedule that rotates monthly to target PLC for staff learning including focus on Depth of Knowledge, Bloom's Taxonomy, Student Tracking Progress and Targeted Instruction	2.4, 2.5, 2.6	Principal CIS Teachers	Calendar of Learning Experiences Teacher Survey				
Problem Statements: School Processes & Programs 1							
2) Follow a master schedule for differentiated instruction that targets maximum time for student learning * 2 55 minute blocks assigned to ELAR * 2 55 minute blocks assigned to Math * Entire campus follows the same master schedule where all AM classes begin at __:45 and end at __:40. First class is 8:00-8:40, second is 8:45-9:40. PM classes are from __:15-__:10.	2.4, 2.5, 2.6	Principal Assistant Principals CIS Teachers	Quarterly Unit Assessment STAAR/TPRI/CIRCLE/mClass/SRI/SMI/iStation/Think Through Math Teacher Survey				
Problem Statements: School Processes & Programs 1, 2							
3) Improve master schedule to maximize daily instruction. * 5 27 minutes blocks assigned to ELAR * 2 55 minute blocks assigned to Math * 1 27 minute time slot of ELAR is assigned to intervention * 1 27 minute time slot of Math is assigned to intervention	2.4, 2.5	Principal Assistant Principals CIS Teachers	Quarterly Unit Assessment STAAR/TPRI/CIRCLE/mClass/SRI/SMI/iStation/Think Through Math Teacher Survey				
Problem Statements: School Processes & Programs 1, 2							
							

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Special Program teachers and General Education Teachers do not have a consistently collaborate to ensure student goals are embedded in the daily lesson plans. **Root Cause 1:** There is not a designated block of time for classroom teachers and special programs teachers to collaborate and plan with focus and fidelity.

Problem Statement 2: 20% of the teachers do not implement the instructional strategies of Writers Workshop, Balanced Literacy and Gradual Release with fidelity with attention to differentiation of specificity for each child including ELL, bilingual, At-Risk, and GT students. **Root Cause 2:** Departmentalization of lesson planning does not meet the instructional need for unified focus of fidelity in instructional understanding of curriculum, assessment and instructional needs in all classes and all subject areas.

State Compensatory

Personnel for Harker Heights Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
LaMountain- Rohaly, Theresa	Teacher PCN 19927	Science	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment is an ongoing assessment. We begin with a data assessment at the beginning of the school year. This continues middle of the school year with comparisons of growth. The summative comparisons are made at the end of the year. The Site-Based Decision Making Committee gathers this data from a wide variety of sources. We analyze universal screening results, ST Math and STAAR scores. In addition, we use surveys to ask parents, students and staff on feedback about various programs and procedures on our campus. We look at attendance rates, grade level retention rates, numbers of discipline referrals, teacher appraisal data, and TELPAS scores. Star chart data helps us determine how technology is used on campus. As we perform the summative evaluation of our current CIP, more data is collected that can also be used in the CNA. SBDM reviews the CNA and develops problem statements and root causes to address areas of concern on the campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP is developed by our SBDM committee. Killeen ISD School Board policies BQB Legal and BQB Local outline the stakeholders who are required to be part of SBDM. At the elementary level, our committee is comprised of classroom teachers from each grade level, three parents of students who are currently enrolled in our school, a community representative, two business representatives, a teacher of students with disabilities, a district level professional and professional non-teaching staff. This team works together to not only create the CNA but to also develop strategies in the CIP to address the most crucial areas of need identified in the CNA.

2.2: Regular monitoring and revision

SBDM members do a formative review of the CIP strategies in November, January, and March each year. Revisions to strategies are made at any time they are needed but typically occur during this process. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected, or discontinued so that the needs of students and teachers are met.

2.3: Available to parents and community in an understandable format and language

The CIP is posted on our campus website where it is available to parents and to our community and can be translated into any one of 103 languages. If a parent or community member does not have internet access or the language they speak is not one of those available online, they may contact our school office to request a hard copy of the document or a translation to the language they speak.

2.4: Opportunities for all children to meet State standards

See CIP strategies tagged with Title I element 2.4.

2.5: Increased learning time and well-rounded education

See CIP strategies tagged with Title I element 2.5.

2.6: Address needs of all students, particularly at-risk

See CIP strategies tagged with Title I element 2.6.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Every February, all parents and family members are invited to review our parent and family engagement policy and our home school compact for the coming school year. This group meets at 5:30 during our monthly Family Night activities. We average over 200 in attendance for these meetings. This group recommends changes that may be needed or may recommend that no changes are needed at all. As a result of this meeting, both documents are ready to be included in the parent handbook for the next school year. They are then posted on the campus website at the very beginning of the new school year. We also distribute the parent and family engagement policy at Meet the Teacher Night in August. The home-school compact is discussed and signed during parent-teacher conferences that are held during the first nine weeks of school.

3.2: Offer flexible number of parent involvement meetings

To encourage as many parent and family members as possible to attend parent involvement meetings, we offer activities at a variety of times and days. We survey parents at the beginning and end of each school year to determine the best times for them. We averaged over 300 in attendance in our evening activities during the 2017-18 school year. Events are publicized well in advance and, when possible, sessions of the same event are offered at two different times and/or dates. We hold events in the early afternoon, evenings, and mornings.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barron, Sandra	Aide PCN 18414	(B: 10/1/18)	0.5
Barron, Sandra	Aide PCN 18109	PK-5th (E: 10/1/18)	1.0
Bellavia, Carolyn	Teacher PCN 20621	3rd Grade Interventionist	1.0
Davenport, Lynn	Aide PCN 18109	(B: 10/2/18)	1.0
Hernandez, Lisa	Aide PCN 18414	PK - 5th (E: 10/1/18)	0.5
Usher, Ashleigh	Aide PCN 21784	B: 8/20/18	1.0
Venegas, Linda	Aide PCN 21784	(E: 8/8/18)	1.0
Whitsell, Mitlitha	Aide PCN 18702	PK-5th	1.0
Wright, Patricia	Teacher PCN 16993	K-2nd Grade Interventionist	1.0

Campus Funding Summary

165/BI0 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Writing Instructional Materials for Bilingual Students	165.11.6399.00.105.25.BI0	\$1,000.00
1	1	5	Instructional Supplies for bilingual students	165.11.6399.00.105.25.BI0	\$2,000.00
1	2	2	Substitutes for teachers of bilingual classes for grade level planning and professional development	165.11.6116.00.105.25.BI0	\$1,000.00
1	2	3	Supplies for hands-on science instruction for bilingual students	165.11.6399.00.105.25.BI0	\$5,500.00
1	3	4	Instructional Supplies to support academic instruction for bilingual students	165.11.6399.00.105.25.BI0	\$6,855.00
1	3	5	Reading Intervention Materials for Bilingual Students	165.11.6329.00.105.25.BI0	\$2,000.00
2	1	1	Professional Development for Bilingual Teachers	165.13.6411.00.105.25.BI0	\$2,000.00
Sub-Total					\$20,355.00
Budgeted Fund Source Amount					\$20,355.00
+/- Difference					\$0
166 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Instructional supplies to promote grammar for at risk students	166.11.6399.00.105.30.AR0	\$3,505.47
1	2	5	Teacher to provide science targeted instruction to grades 2-5	166.11.6119.00.105.30.AR0	\$61,494.53
1	2	5	Instructional Supplies for Science Instruction	166.11.6399.00.105.30.AR0	\$3,000.00
1	3	4	Instructional Supplies to support academic instruction	166.11.6399.00.105.30.AR0	\$2,000.00
1	3	5	Reading Intervention Supplies for At Risk Students	166.11.6329.00.105.30.AR0	\$2,000.00
1	4	3	Math Problem Solving Supplies for Intervention for At Risk Students	166.11.6399.00.105.30.AR0	\$1,500.00
Sub-Total					\$73,500.00
Budgeted Fund Source Amount					\$73,500.00
+/- Difference					\$0
165/ES0 - ELL					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional Supplies for ELL Students	165.11.6399.00.105.25.ES0	\$1,990.00
1	1	7	Instructional supplies to promote grammar for English language learners	165.11.6399.00.105.25.ES0	\$1,000.00
Sub-Total					\$2,990.00
Budgeted Fund Source Amount					\$2,990.00
+/- Difference					\$0
177 - Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Instructional Supplies to support academic instruction for gifted students	177.11.6399.00.105.21.000	\$577.00
Sub-Total					\$577.00
Budgeted Fund Source Amount					\$577.00
+/- Difference					\$0
211 - ESEA, Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional Supplies for all students	211.11.6399.00.105.30.000	\$1,000.00
1	1	11	Books for Professional Development	211.13.6329.00.105.30.000	\$1,000.00
1	2	2	Substitutes for grade level planning and professional development	211.11.6116.00.105.30.000	\$1,000.00
1	2	3	Supplies for hands-on science instruction	211.11.6399.00.105.30.000	\$3,810.00
1	3	4	Instructional Supplies to support academic instruction	211.11.6399.00.105.30.000	\$1,400.00
1	3	4	Online Instructional Programs to support academic instruction	211.11.6299.OL.105.30.000	\$10,180.89
1	3	4	Computers, Ipads, Ipods	211.11.6398.00.105.30.000	\$1,000.00
1	3	6	Intervention Reading Teacher for grades 1-3	211.11.6119.00.105.30.000	\$72,684.56
1	3	6	Intervention Reading teacher for grades 3-5	211.11.6119.00.105.30.000	\$77,684.55
1	3	7	Instructional Aide to work with students	211.11.6129.00.105.30.000	\$26,000.00
1	3	7	.5 Salary of Instructional Aide to work with students	211.11.6129.00.105.30.000	\$11,100.00
1	3	7	Salary of Instructional Aide to work with students	211.11.6129.00.105.30.000	\$23,000.00

1	3	7	Salary of Instructional Aide to work with students	211.11.6129.00.105.30.000	\$29,000.00
1	3	10	Author Presentation	211.11.6299.00.105.30.000	\$2,500.00
1	3	10	Books for Classroom Instruction	211.11.6329.00.105.30.000	\$2,000.00
1	4	4	Online Intervention Services for Math	211.11.6299.OL.105.30.000	\$4,000.00
1	4	6	Instructional Supplies for Math Instruction	211.11.6399.00.105.30.000	\$2,000.00
2	1	1	Professional Development for Teachers	211.13.6239.00.105.30.000	\$2,000.00
2	1	2	Professional Learning for Professional Staff	211.13.6411.00.105.30.000	\$9,700.00
2	1	2	Professional Learning for Admin	211.23.6411.00.105.30.000	\$4,544.00
2	1	2	Webinar for Professional Learning	211.13.6299.OL.105.30.000	\$300.00
2	1	3	Substitutes for professional planning	211.11.6116.00.105.30.000	\$9,000.00
2	1	9	Substitutes for teachers observing for professional development	211.11.6116.00.105.30.000	\$500.00
4	1	1	Character Presentation by EAFK	211.11.6299.00.105.30.000	\$2,450.00
Sub-Total					\$297,854.00
Budgeted Fund Source Amount					\$289,854.00
+/- Difference					\$-8,000.00
211/PAR - ESEA, Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Instructional Supplies for parent involvement	211.61.6399.00.105.24.PAR	\$3,228.00
Sub-Total					\$3,228.00
Budgeted Fund Source Amount					\$3,228.00
+/- Difference					\$0
263 - ESEA, Title III Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Writing Instructional Materials for ELL Students	263.11.6399.LE.105.25.000	\$2,000.00
1	1	7	Instructional Supplies for English Language Learners	263.11.6399.LE.105.25.000	\$2,683.00
1	2	2	Substitutes for teachers of ELL students for grade level planning and professional development	263.11.6116.LE.105.25.000	\$1,000.00
1	3	5	Reading Intervention Materials for ELL Students	263.11.6329.LE.105.25.000	\$2,000.00

2	1	3	Substitutes for professional planning by teachers of ELL students	263.11.6116.LE.105.25.000	\$1,000.00
3	1	3	Reading Materials to Assist ELL Parents in Working with their ELL children	263.61.6329.LE.105.25.000	\$2,350.00
3	1	3	Light Snacks to Serve ELL Parents while conducting 5 times per week classes	263.61.6499.LE.105.25.000	\$1,350.00
Sub-Total					\$12,383.00
Budgeted Fund Source Amount					\$12,383.00
+/- Difference					\$0
Grand Total					\$410,887.00