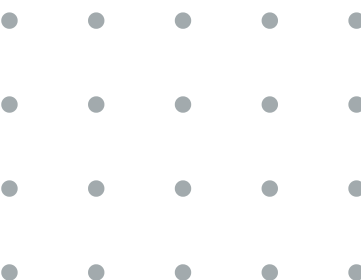




October 28, 2025

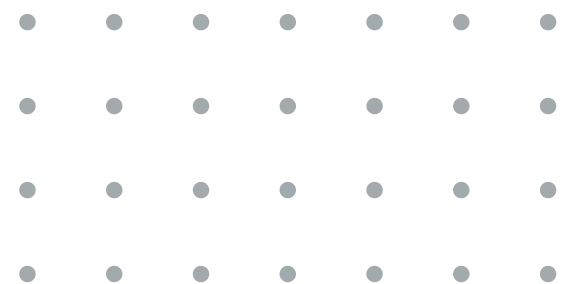
District and Campus Improvement Plans 2025-2026

**Christianne Shinn, Executive Director of State & Federal
Programs**



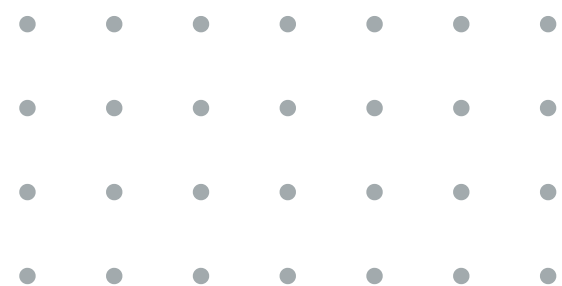
District Improvement Plan (DIP)

- Provides a one-year action plan targeting priorities and goals set by the Board of Trustees.
- Outlines district level strategies to improve student performance and achieve state educational standards.
- Developed with input from various stakeholder groups.
- Encompasses the Priorities, Goals, and Key Strategic Actions of the System Scorecard.
- Includes the planning of supplemental state and federal funds.
- Includes state and federal requirements not found in the System Scorecard.
- Ongoing review and feedback provided by the District Site Based Decision Making Committee.
- Available on the District website: www.killeenisd.org/dip



Campus Improvement Plans (CIP)

- Developed annually with input from campus and community stakeholders.
- Based on a Comprehensive Needs Assessment.
- Framed around the Board adopted Priorities and Goals.
- Outlines campus level strategies to improve student performance and achieve state educational standards.
- Includes the planning of supplemental state and federal funds.
- Embeds the Local Improvement Plans when required.
- Formatively reviewed on a quarterly basis by the Campus Site Based Decision Making Committee.
- Accessible from each campus website and by using the following link:
www.killeenisd.org/cip

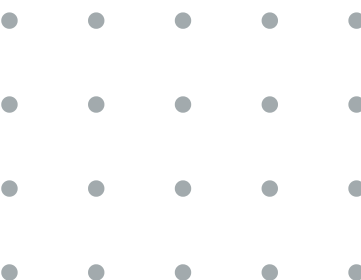




October 28, 2025

Eastern Hills Middle School Targeted Improvement Plan (TIP) 2025-2026

Dr. Julie Sims, Executive Director of Schools
Dawn Sills, Executive Director of Assessment, Accountability
and Research



Discussion Points

01

Demographics

02

Target Improvement Plan Designation

03

Levers, Action Steps and Auditable Artifacts

04

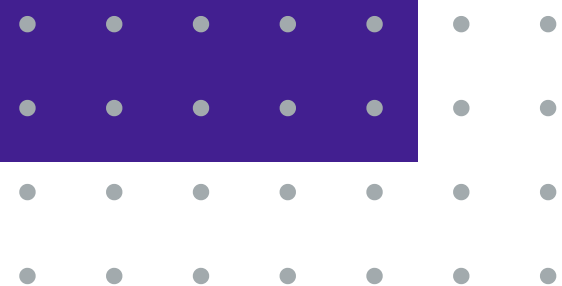
Board Action



Targeted Improvement Plan (TIP)

A Targeted Improvement Plan (TIP) is a plan that schools in Texas develop to address challenges and improve student performance.

- A TIP outlines strategies and interventions to address challenges.
- A TIP is a way for schools to get feedback and support from the Texas Education Agency (TEA)
- A TIP focuses on improving student performance, closing gaps, and implementing and evaluating strategies.



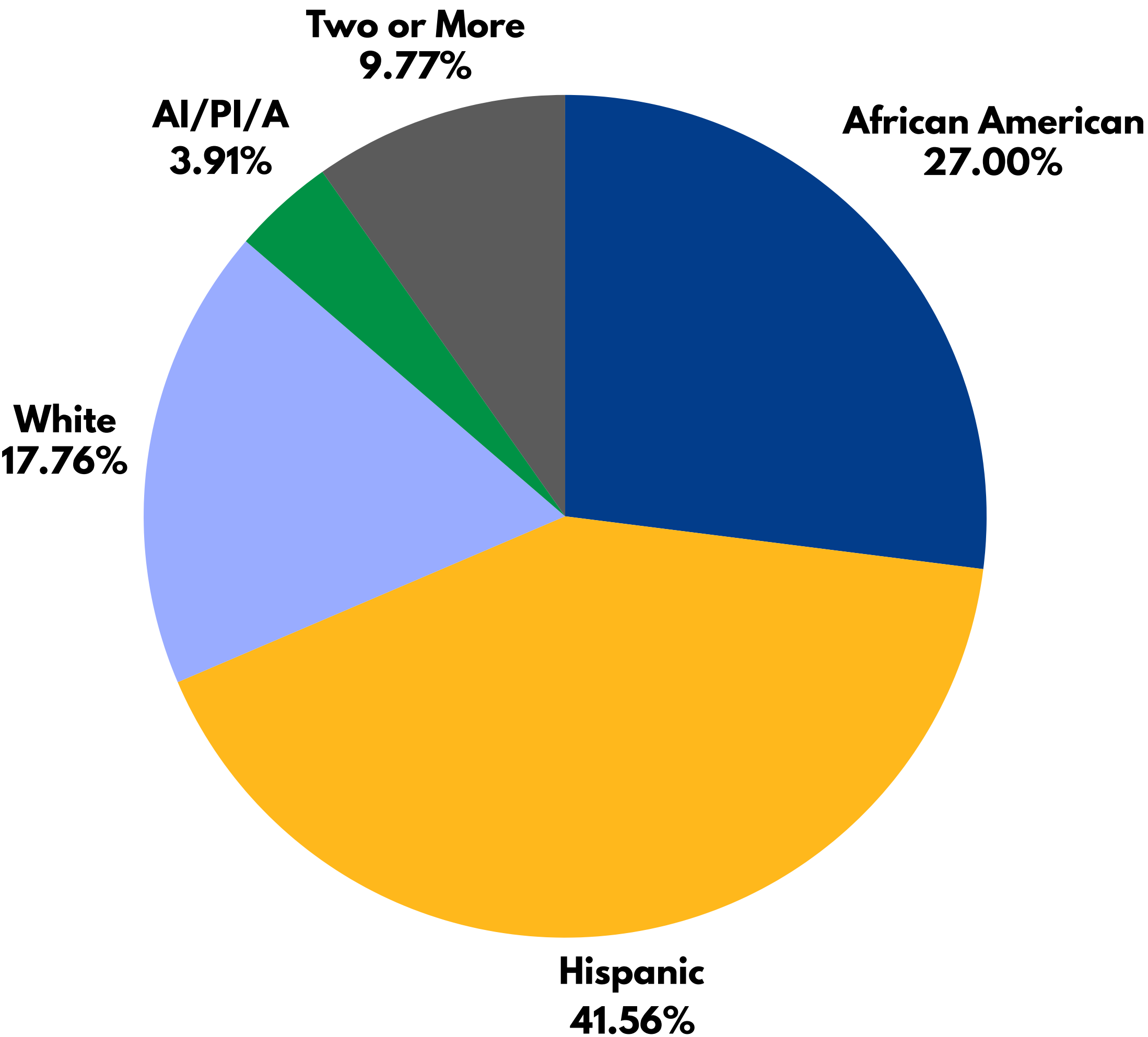
01

Demographics



STUDENT POPULATION

Student Information	Student Count
Total Enrollment	563
Grade 6	192
Grade 7	185
Grade 8	186



STUDENT INFORMATION

Economically Disadvantaged



Emergent Bilingual



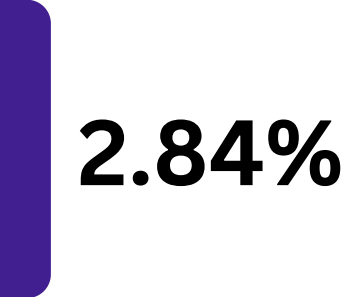
At-risk



Special Education



Gifted & Talented



Student Information	Student Count
Eco Dis	422
EB/EL	85
At-risk	390
Special Education	174
Gifted & Talented	16

02

Targeted Improvement Plan Designation



Comprehensive Support and Improvement (CSI)

To identify schools for CSI, TEA annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, TEA determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type—elementary, middle, high school/ K–12, and alternative education accountability. TEA then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type’s **bottom five percent are identified for CSI.**

Exit Criteria

Campuses that **do not rank in their school type’s bottom five percent** of the Closing the Gaps domain for **two consecutive years** and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited.

Groups Evaluated

- All Students (1)
- Two Lowest Performing racial/ethnic groups from prior year
 - Pacific Islander (2) - 13 students
 - Hispanic (3) - 148 students
- High Focus (4)
 - Economically Disadvantaged
 - Emergent Bilingual (Current & Monitored)
 - Current Special Education
 - Highly Mobile
 - Foster
 - Homeless
 - Migrant



School Improvement Identification

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	2	32	6.3	30.0%	1.9
Growth Status	3	32	9.4	50.0%	4.7
ELP Status	3	4	75.0	10.0%	7.5
Student Success Status	0	16	0.0	10.0%	0.0
Closing the Gaps Score					14

Comprehensive Support and Improvement Information

	Bottom 5% CTG Score Cut Point	CTG Score	Identification
2023	42	62	-
2024	45	51	-
2025	57	57	CS



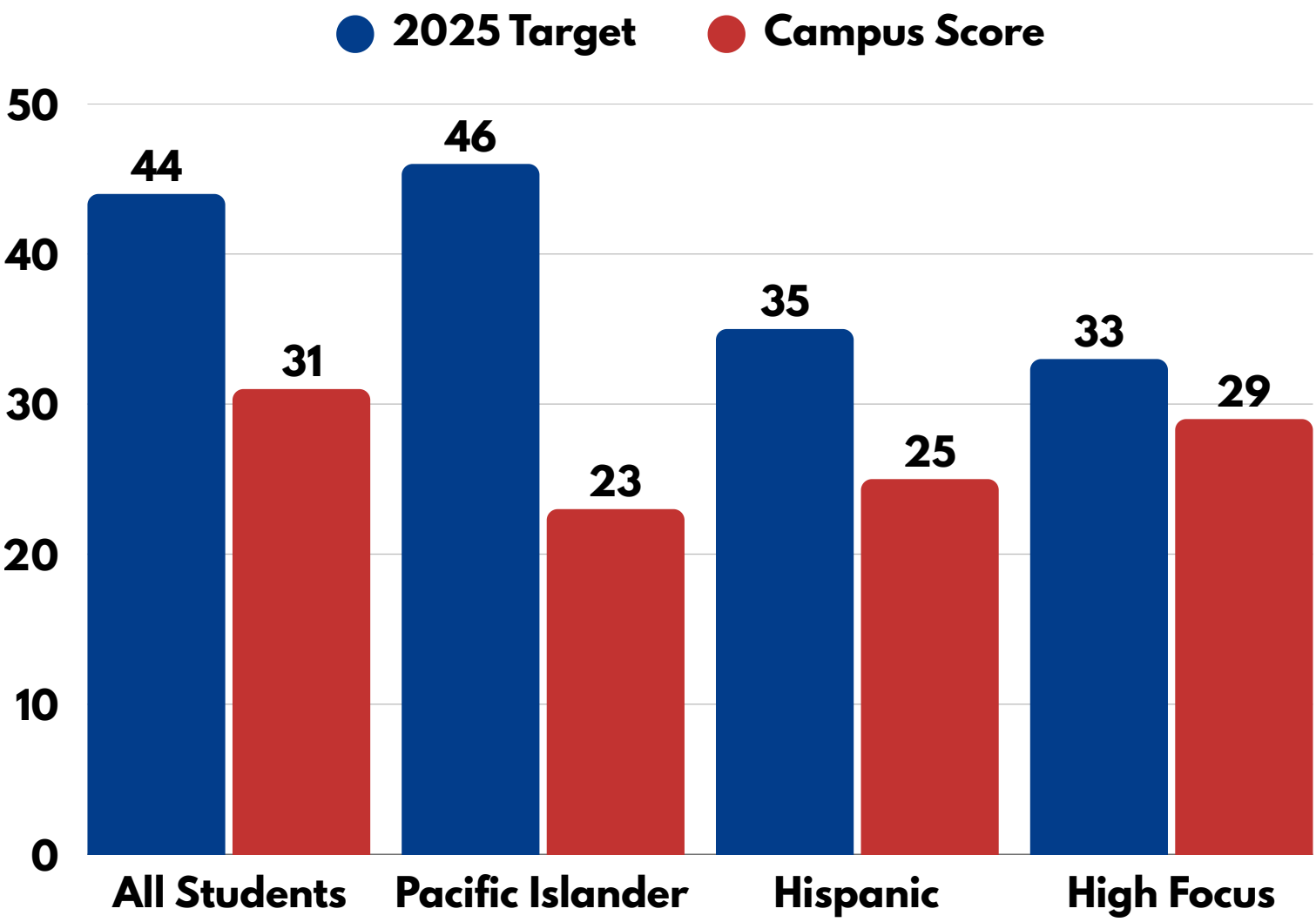
Academic Achievement

Meets or Above

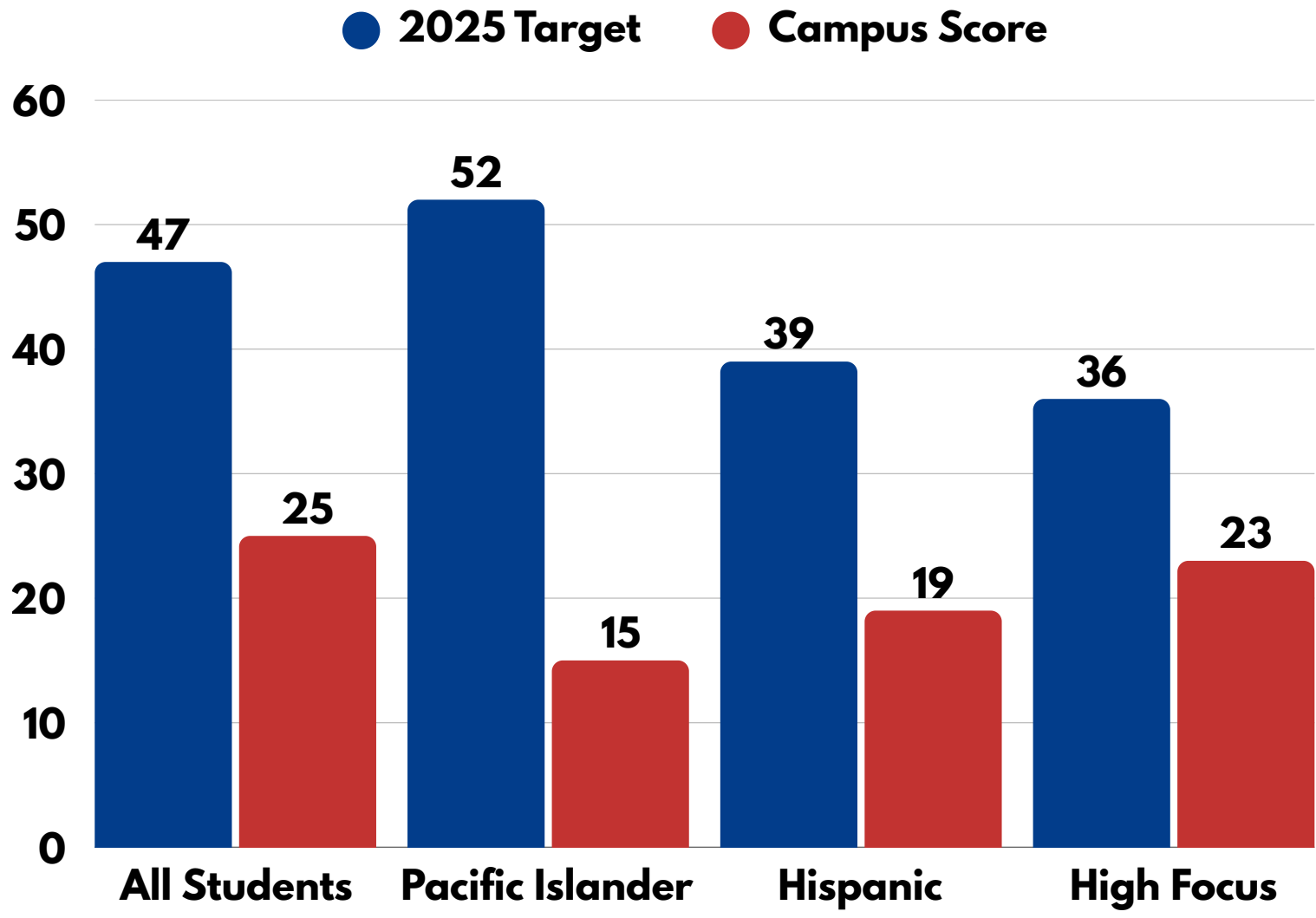
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Closing the Gaps Score					14

Reading



Math



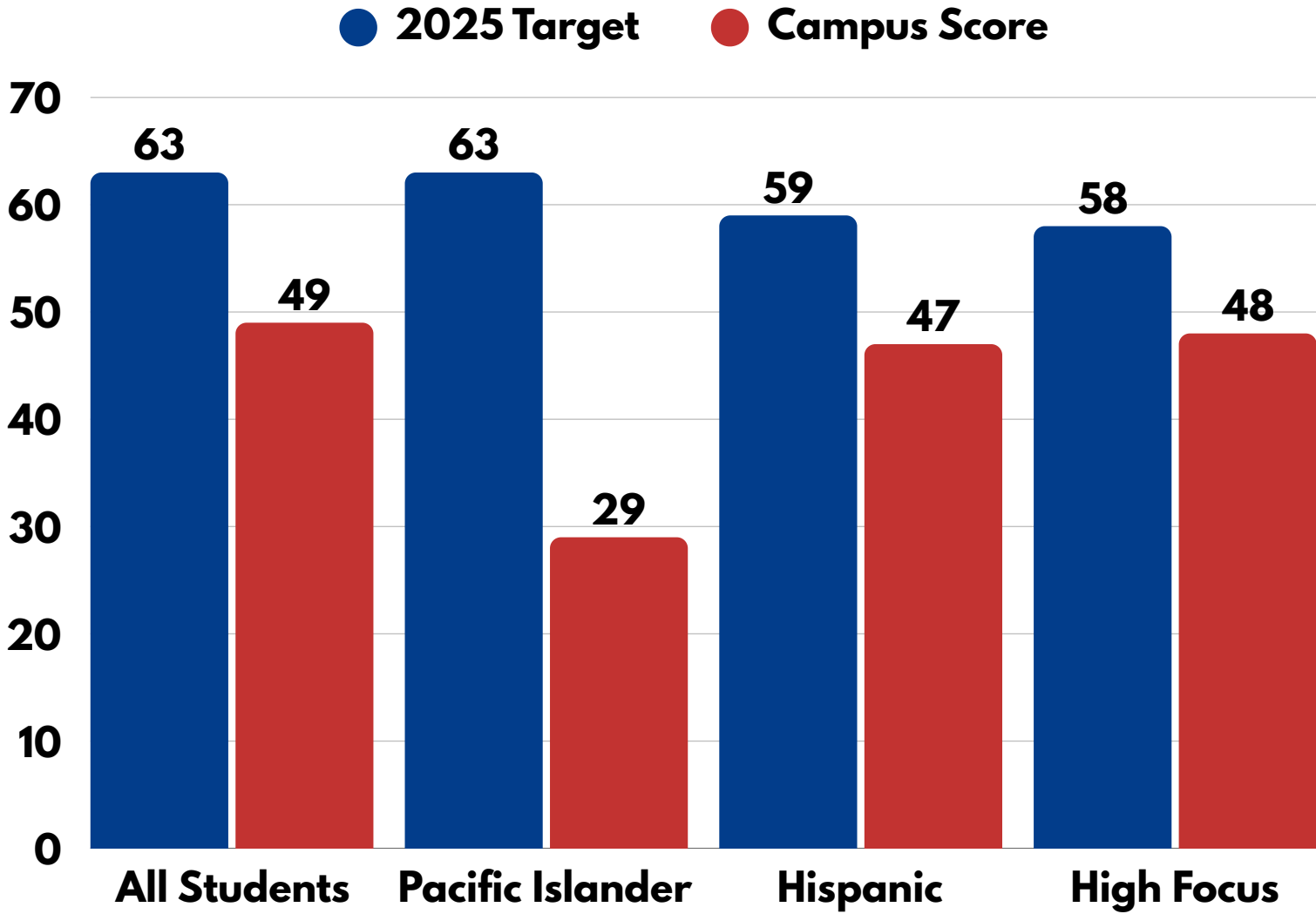


Academic Growth

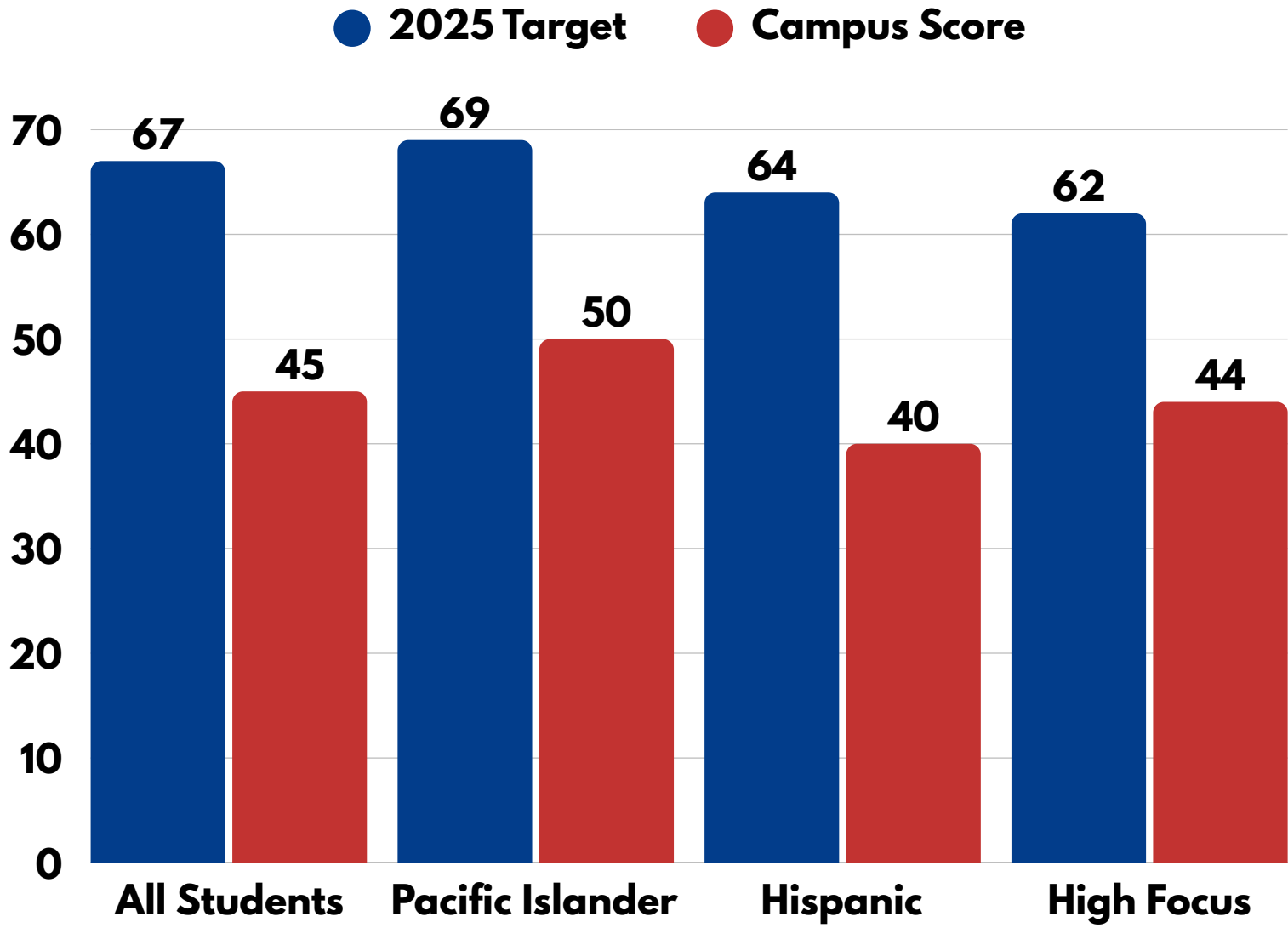
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Reading



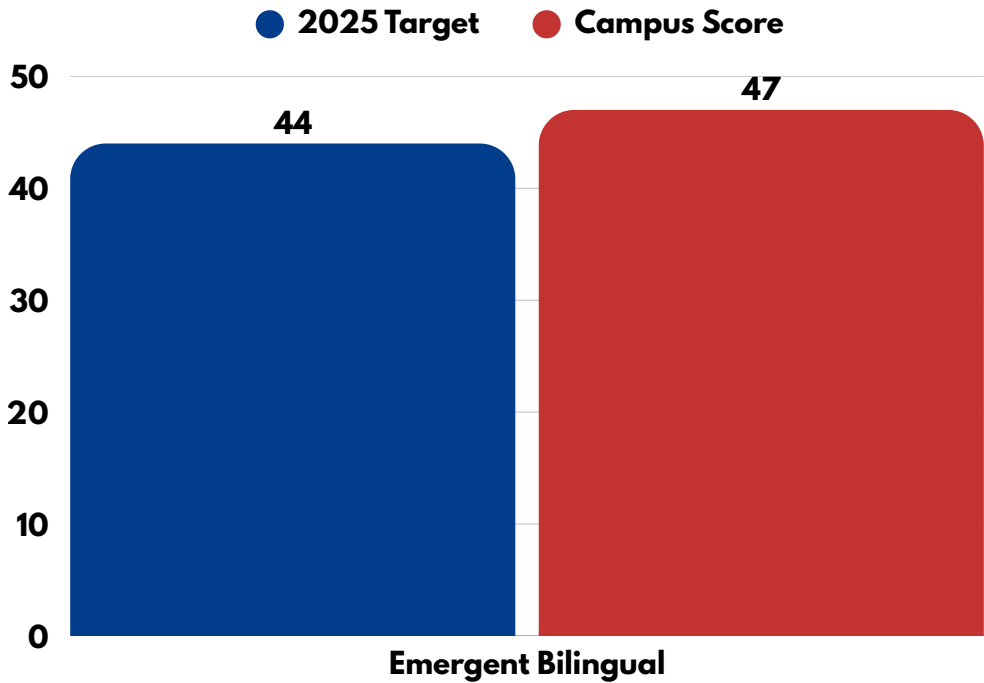
Math





English Language Proficiency

TELPAS

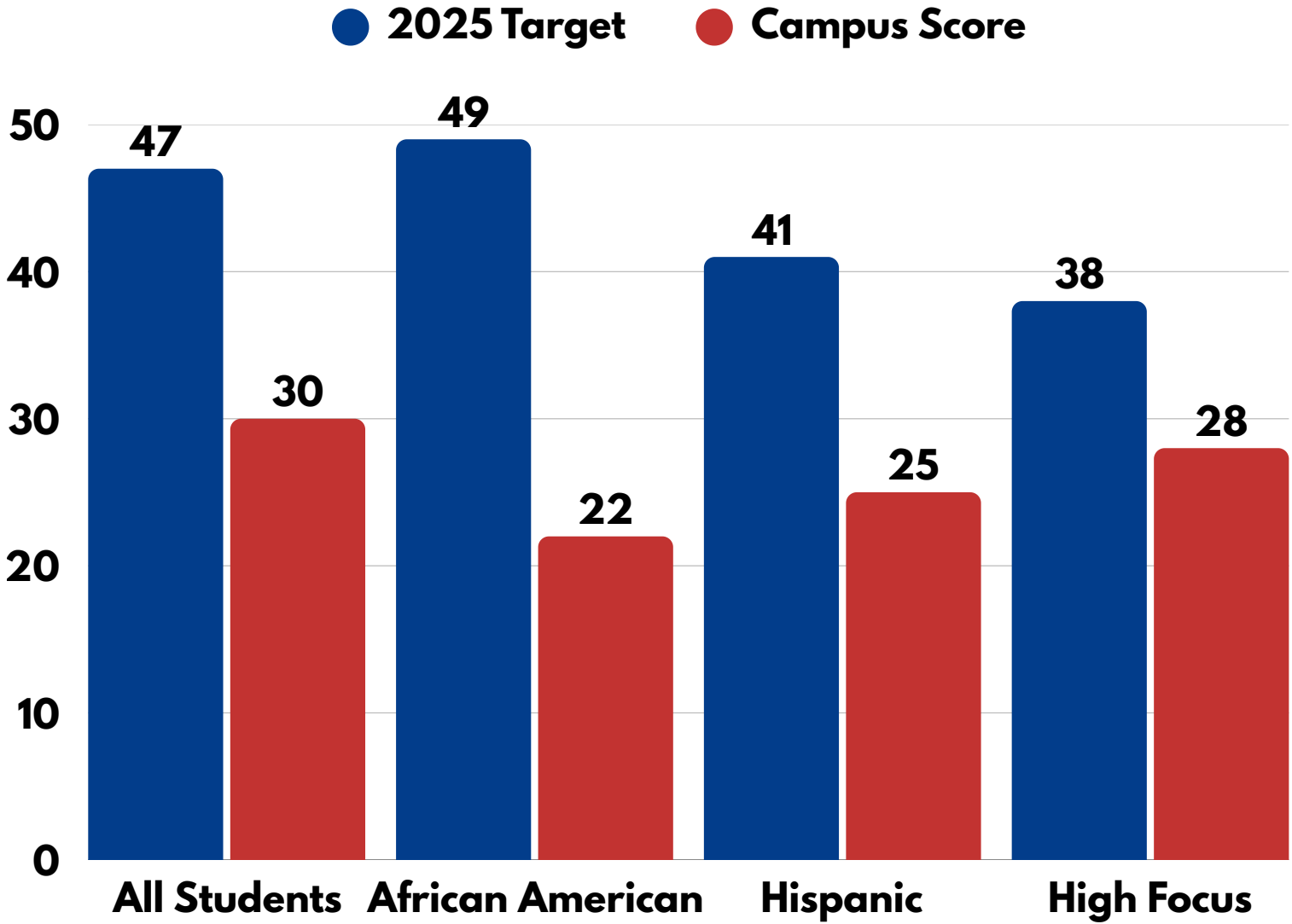


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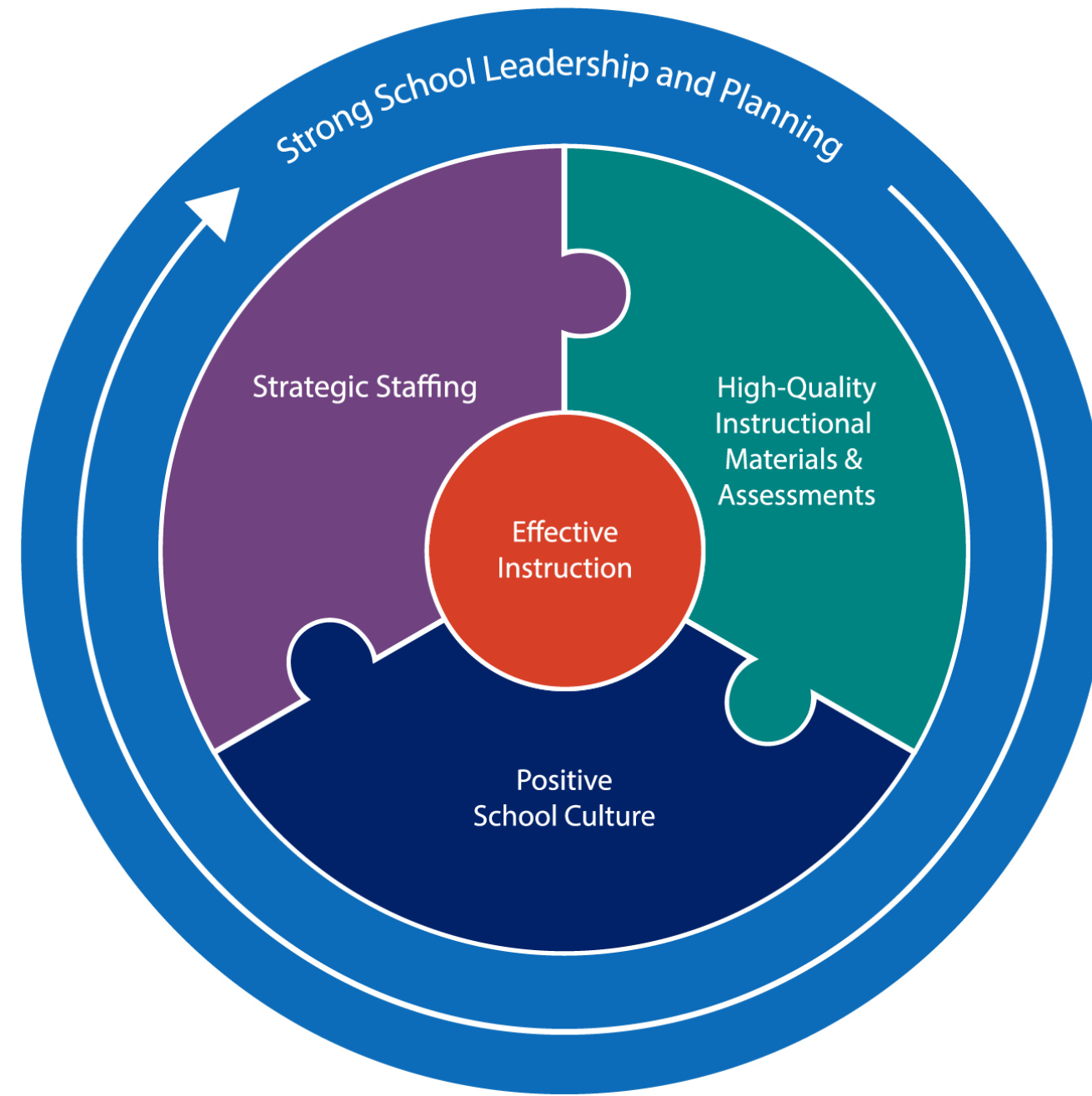
Student Success

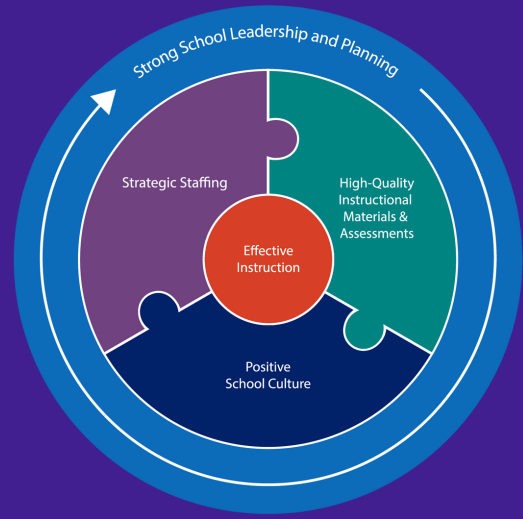
Component Scores - Domain 1
All Students All Subjects



03

Levers, Action Steps, and Auditable Artifacts



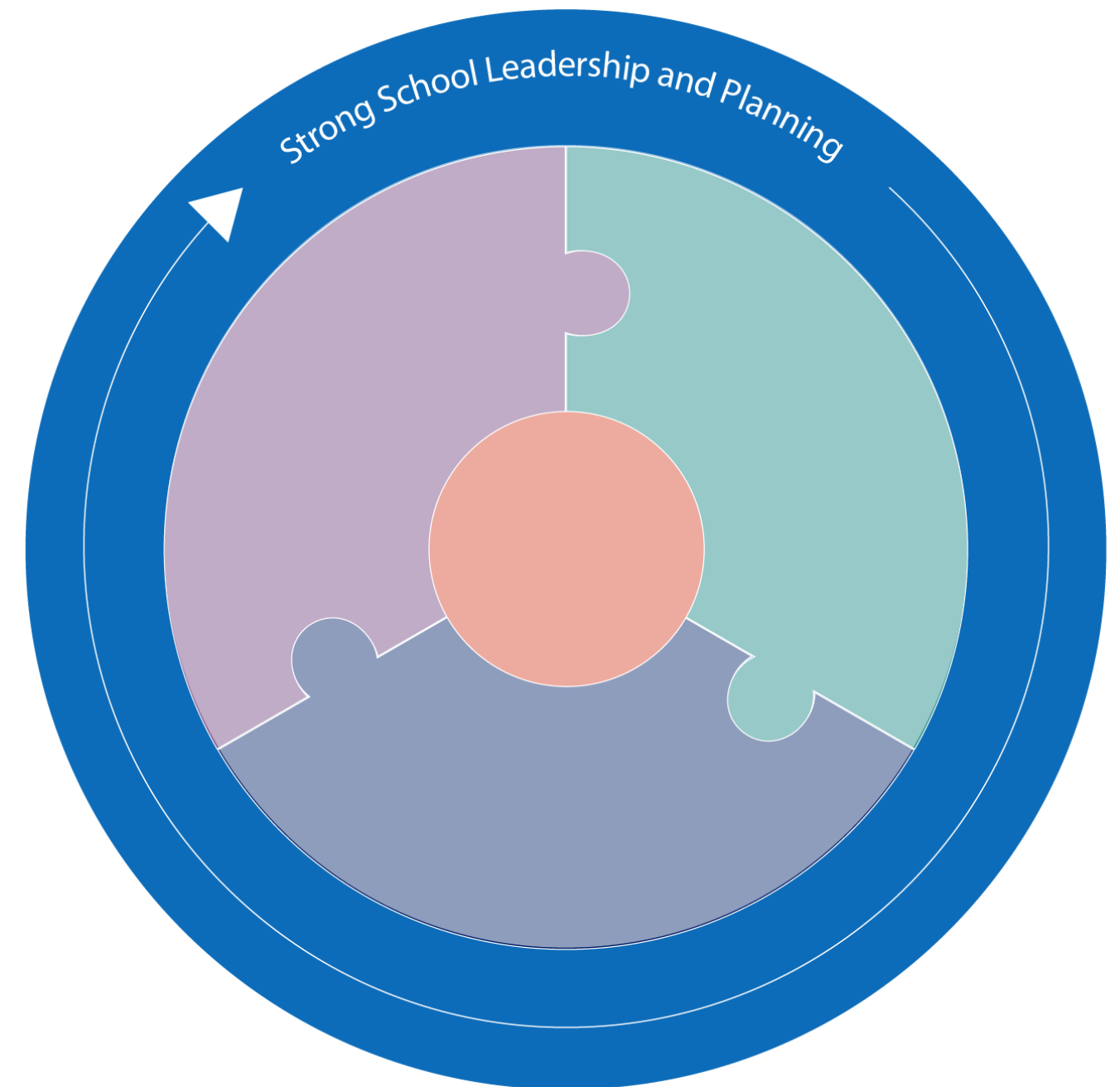


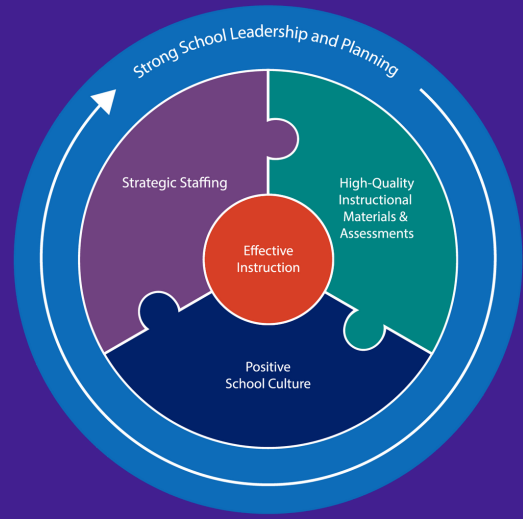
Are we creating the conditions for student learning?

Lever 1

STRONG SCHOOL LEADERSHIP AND PLANNING

Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor campus systems and structures that are aligned to a compelling school mission, vision, values, and goals rooted in student achievement.





Lever 1 - Essential Action 1.1

Develop campus instructional leaders with clear roles and responsibilities

Milestone 1

By May 2026, the leadership team at Eastern Hills Middle School will, create a transparent leadership framework that defines responsibilities, decision-making authority, and collaboration structures as evidenced by:

- **Draft a Roles & Responsibilities outlining duties for the principal, assistant principals, dean of instruction, counselors, and instructional coaches.**

Milestone 2

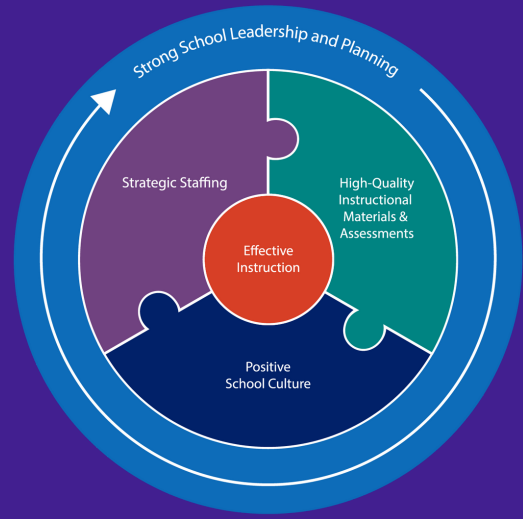
By November 2025, the leadership team will establish foundational data routines that drive instructional adjustments and intervention planning as evidenced by:

- **Creation of a data-meeting template aligned with formative assessment cycles.**
- **On going training with the leadership team guides professional learning community (PLC) leads in disaggregation, reteach planning, and student grouping.**
- **Identification of leading indicators for leadership review (walkthrough trends, attendance, referrals)**

Milestone 3

By May 2026, the Instructional Leadership team at Eastern Hills Middle School will build leadership team skill and alignment as evidenced by:

- **Facilitate job-embedded PD on:**
- **Feedback conversations (Get Better Faster)**
- **PLC facilitation**
- **Using data to drive instruction**



Lever 1 - Essential Action 1.2

Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction

Milestone 1

By January 2026, the campus leadership team will ensure that all stakeholders understand, see, and live the mission and vision daily as evidenced by:

- **Designing and creating visual displays (hallway posters, classroom signs, slide templates, website banners).**
- **Embedding commitments into faculty meetings, ILT meetings, PLC protocols, and classroom walkthrough tools.**
- **Incorporating the mission/vision into the Staff Handbook, Student Handbook, and new-staff orientation.**

Milestone 2

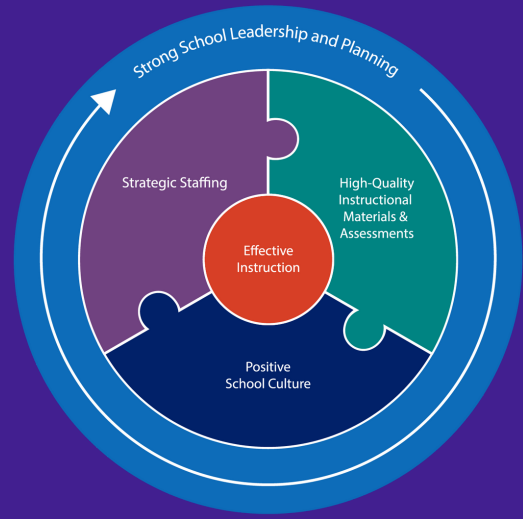
By January 2026, the leadership team will ensure the mission and vision is incorporated into classroom practices, leadership decisions, and performance systems reinforced as evidenced by:

- **Revises PLC agendas and coaching templates to include explicit links to the mission/vision.**
- **Incorporating core values into the observation feedback cycle, using the GBF rubric for culture and rigor.**
- **Updating minute-by-minute routines (arrival, dismissal, hallway transitions) to reflect shared values of safety, respect, and learning focus.**

Milestone 3

By May 2026, the Instructional Leadership Team at Eastern Hills Middle School will establish systems for ongoing feedback and improvement to maintain alignment between belief and practice as evidenced by:

- **Administer an annual survey calendar (staff, students, families) using Capturing Kids Hearts and district survey tools.**

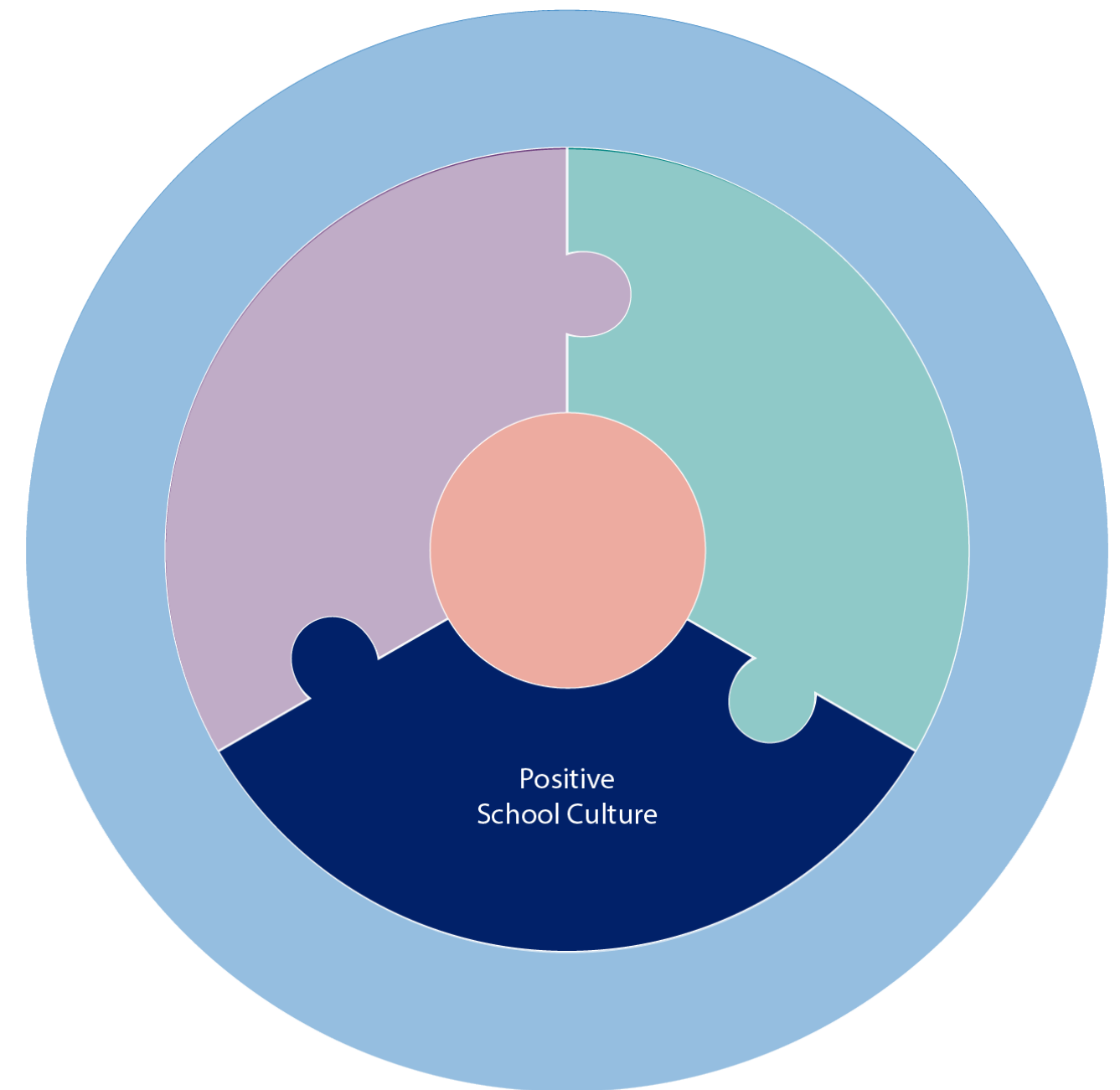


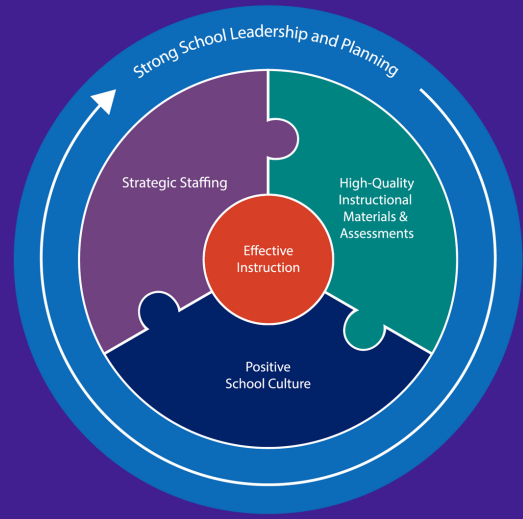
Are we creating the conditions for student learning?

Lever 3

POSITIVE SCHOOL CULTURE

Campus systems support positive school culture through explicit behavioral expectations, school-wide culture routines, proactive and responsive student support services, and involved families and communities.





Lever 3 - Essential Action 3.1

Explicit school-wide behavioral expectations and culture routines

Milestone 1

By November 2025, the Principal, Dean, Assistant Principals will develop clear, documented, and practiced procedures that promote safety and structure in every classroom and common area as evidenced by:

- **Facilitating staff collaboration to create or revise Minute-by-Minute (MBM) plans for arrival, dismissal, hallway transitions, and cafeteria routines.**
- **Posting expectations through hallway etiquette posters, dress-code visuals, and student-facing signage across all areas.**
- **Implementing door checks for IDs, cell-phone storage, and uniform compliance; track compliance weekly.**
- **Integrating procedures training into faculty meetings and new-staff onboarding.**
- **Conducting student modeling assemblies each grading period to reinforce expectations and recognize improvement.**

Milestone 2

By January 2026, Eastern Hills Middle School will guarantee all teachers have daily access to, and are at the beginning proficient level in, the use of district-provided HQIM and aligned instructional supports as evidenced by:

- **Audit campus access to HQIM (SAVVAS, HMH, i-Ready Classrooms, and IXL for Reading, Math, and Science).**
- **Ensure all teachers have access to Unit Focus Documents, and Scope and Sequence guides through the digital instructional framework.**
- **Conduct weekly PLC on the effective internalization and use of HQIM during PLCs and PD days.**
- **Embed language objectives into Know/Show charts and teacher lesson annotations.**

04

Board Comments & Action

