

Killeen Independent School District

Board of Trustees Meeting Minutes, Regular Meeting December 9, 2025, at 5 p.m. in the Killeen ISD Boardroom

Board Members Present

- Brett E. Williams, President
- Brenda Adams, Secretary
- Oliver Mintz, Member
- Tina Capito, Member
- Rodney Gilchrist, Member
- Marvin Rainwater, Member
- Susan M. Jones, Vice President

Board Member Absent: None

Quorum: Established

Call to Order

The meeting of the Killeen Independent School District Board of Trustees was called to order by President Brett E. Williams at 5 p.m.

The meeting was recorded and streamed publicly

Agenda Item 1: Public Forum

No members of the public signed up to speak during the forum.

Agenda Item 2: Closed Session

The Board entered closed session at **5:02 p.m.** for:

2A. Level III Parent Grievance (Texas Government Code 551.0821, 551.071)

2B. Consultation with Legal Counsel Regarding Legal Requirements and Personnel Assignment for Disciplinary Alternative Education Program (DAEP) Program (Texas Government Code 551.071, 551.074).

2C. Discussion Regarding the Development or Implementation of Security Devices or Personnel (System Scorecard Priority 4) (Texas Government Code 551.076).

No action was taken in closed session.

The Board reconvened in Open Session at 6:03 p.m.

Invocation and Pledges

Invocation was led by Trustee **Rodney Gilchrist**.

Pledges of Allegiance were led by **Vice President Susan Jones**.

Agenda Item 3: Public Forum

Speaker: Lori McCullum

Ms. Lori McCullum, a retired educator with 39 years of experience in Louisiana, Houston, and Killeen, presented concerns to the Board stemming from a recent substitute teaching assignment in eighth-grade Algebra at a campus slated for closure. She asked whether district protocol permits an assistant principal to publicly chastise an employee and whether it is considered acceptable for an assistant principal to disregard the physical, social, or emotional well-being of students following a traumatic experience. Ms. McCullum stated she witnessed both issues firsthand and reported them to district officials and Director of ESS. Ms. McCullum also sent an e-mail with a letter to Joel Kloecker. She substitutes not out of need but out of purpose and professional commitment. She is awaiting follow-up.

Agenda Item 6: Consent Agenda

- Minutes for November 17, 2025, Special Called Meeting
- Minutes for November 18, 2025, Regular Meeting

- **Motion:** Brenda Adams
 - **Second:** Tina Capito
 - **Vote:** 6-0-1-0
 - **For:** Brett E. Williams, Brenda Adams, Marvin Rainwater, Oliver Mintz, Tina Capito, Rodney Gilchrist
 - **Against:** None
 - **Abstained:** Susan M. Jones
 - **Absent:** None
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Agenda Item 5: Information Items for Discussion

5A. Campus Instructional Specialist & Instructional Coach Program Change Timeline

Presenter: Dr. Terri Osborne, Deputy Superintendent

Dr. Terri Osborne outlined the district's strategic shift toward strengthening content expertise within campus instructional leadership teams, emphasizing that the goal is to improve student outcomes by ensuring key instructional roles possess demonstrated success in reading and mathematics. She noted that over half of Killeen ISD campuses are currently rated C, D, or F, making the need for targeted instructional improvement urgent and deeply tied to A–F accountability indicators. Dr. Osborne explained that the district's current staffing model includes many individuals with generalist or non-core backgrounds—such as CTE, electives, or technology applications—which, while valuable, do not directly align to the highest instructional need areas. She stressed that content expertise paired with strong pedagogy is essential, as research consistently identifies the classroom teacher—and by extension, those who support teachers—as the primary determinant of student achievement. The Board learned that while the district has implemented high-quality instructional materials in recent years, post-pandemic performance in STAAR reading and math has plateaued and trails state averages, reinforcing the need for deeper content-focused leadership support. Dr. Osborne reviewed certification data showing inconsistent alignment with preferred qualifications, resulting in uneven depth of math and reading expertise across campuses. She clarified that the proposed model does **not** eliminate positions; rather, it seeks to clarify role expectations and strategically align over 100 instructional specialists, coaches, and deans of instruction to district needs. As part of the transition timeline, Superintendent Davis has engaged staff

through vision-casting meetings, PLC visits, and districtwide communication to ensure shared understanding of the initiative’s purpose. The district has conducted an audit of existing roles and certifications to determine where gaps exist, particularly on turnaround campuses that currently lack core-content-aligned instructional leaders. Staff will soon receive letters outlining next steps and be given an opportunity to indicate whether they possess the pedagogical or core content expertise needed, or whether they prefer reassignment. Beginning in January, the district will review individual skillsets, historical student outcome data, and demonstrated performance to determine “best seat on the bus” placements for each employee. Dr. Osborne emphasized that the ultimate goal is to raise the quality of Tier I instruction, increase teacher effectiveness, and build a more coherent system capable of supporting sustainable campus improvement. The discussion highlights trustee concerns about additional non-instructional duties placed on Campus Instructional Specialists, alongside questions about how core content expertise will factor into the district’s restructuring. District leaders emphasize that while content knowledge is preferred, demonstrated performance and data-driven evidence of student impact will guide placement decisions rather than certification alone. Trustees raise issues about whether past successful turnaround efforts are being undervalued, prompting clarification that prior progress is acknowledged but deeper instructional support is still needed. Dr. Davis underscores the importance of pairing pedagogy with content expertise to improve Tier I instruction and build teacher capacity, especially for novice educators. Additional questions focus on workload balance, frequency of trainings that pull instructional staff off campuses, and how to ensure these roles remain centered on student-facing instructional support. Trustees also inquire about compensation, with district leadership affirming that stipends and pay structures should reflect the advanced responsibilities and expertise required for these roles.

5B. 2024–2025 Summer Learning Programs & Overview of Proposed 2025–2026 Summer Learning Program Structure and Eligibility

Presenters: Dr. Jo-Lynette Crayton, Assistant Superintendent & Dr. Susan Buckley, Assistant Superintendent

Dr. Crayton and Dr. Buckley opened the presentation by reviewing the state and federal statutes that govern required summer learning interventions for bilingual/ESL students, at-risk learners, special education students requiring extended school year services, and students who failed STAAR or EOC assessments. They explained that administrative codes mandate specific instructional hours, including the 120-hour bilingual/ESL requirement and accelerated instruction for students preparing to retake state exams. The presenters highlighted strong outcomes from the 2024–2025 summer programs, including academic

gains across at-risk groups, increased graduation rates, successful EOC retakes, and more than 1,380 advancement course enrollments. They also noted that KISD's summer offerings align closely with comparable districts, some of which charge participation fees, and confirmed that Killeen ISD remains competitive in both instructional hours and student eligibility. Option 1 for elementary proposes inviting retained students and those identified as at-risk through the MAP universal screener for five weeks of face-to-face instruction, totaling approximately 104.5 hours depending on the July 4 break. Option 2 proposes a compressed four-week model with extended daily instructional time to maintain or increase total hours of academic support. Middle school recommendations include permitting students who failed one or more core subjects to take up to two courses, providing highly concentrated remediation equivalent to more than 120 regular instructional days in a single subject. Proposed middle school schedules would either run three weeks with extended hours or four weeks extending past the July 4 break, though staffing and attendance challenges were noted for longer schedules. High school programming would continue the virtual and blended Edgenuity model for credit recovery and advancement, allowing students to take one course at a time and begin a second only after the first is complete. Presenters explained that consolidating high school remediation to a single location could save the district approximately \$100,000 due to reduced staffing demands. Currently the following middle school campuses are considered for summer school: Dr. Jimmie Don Aycock MS, Live Oak Ridge MS, Rancier MS, and Dr. Charles Patterson MS. Trustees raised questions about attendance, discipline, and the importance of clear criteria for participation, emphasizing that summer learning should serve students who demonstrate effort and engagement. The Board also discussed broader philosophical issues related to chronic absenteeism, parental responsibility, and ensuring consistency between summer programming and the district's overarching instructional priorities. Trustees discuss the structure of summer school, noting that extended instructional hours in a condensed schedule can equate to more than a full semester's worth of class time and may provide meaningful academic recovery for students. Concerns are raised about attendance expectations, especially for students who may not return after the July 4th break, and whether non-attendance should disqualify a student from completing summer coursework. Trustee Mintz emphasizes the importance of clear curriculum, effective instructional design, and limiting students to no more than two courses to ensure the program remains rigorous and purposeful. Discussion also centers on the need for strong attendance and discipline guidelines, with some suggesting that summer school should be treated as a privilege for students who have shown effort and engagement during the school year. Additional dialogue highlights the need for proven curriculum materials, improved access to tutoring and remediation opportunities, and expanded academic support locations to increase student participation. Trustees further stress that the board

must provide clear, unified direction so staff can design a summer school model aligned with district expectations and state requirements.

5C. School Improvement Support at Hay Branch Elementary School

Presenter: Dr. Jo-Lynette Crayton, Assistant Superintendent, Ms. Dugger, Principal, Dr. Jennifer Warren, Executive Director of Schools

Ms. Dugger opened the presentation by sharing the campus's demographic profile, noting that Hay Branch Elementary serves 514 students, with more than 82% classified as economically disadvantaged, 28% receiving special education services, and 7% identified as English learners. She described a very young teaching staff, with 30% having fewer than five years of experience and several classrooms supported by contract teachers or instructional aides working toward certification. Dr. Crayton reviewed district-level supports provided to the campus, including aligned curriculum resources, structured data protocols, monthly PLC meetings for principals, and bi-monthly PLC support for instructional specialists and coaches. She detailed the frequency of district-led campus visits, noting 22 support visits from the elementary reading specialist this year, more than 80 classroom walk-throughs, 17 PLC planning sessions, and multiple model lessons delivered to build teacher capacity. Dr. Warren explained how she works with Ms. Dugger to strengthen leadership practices, including facilitating model PLC visits, co-conducting classroom observations, and improving instructional leadership team agendas and systems. Ms. Dugger emphasized that the school's academic data show growth across all subgroups and grade levels, crediting the combined efforts of campus leadership, district coaching, and strengthened PLC practices. She also highlighted the strong community engagement at Hay Branch, sharing that family night attendance has grown from just a few parents to more than 400, and she affirmed her commitment to ensuring every student reaches the "mountaintop" through strong instruction, staff development, and sustained district support. The discussion highlights the school's strong efforts to build community through events such as family nights, student performances, hands-on crafts, and expanded arts opportunities, all intended to strengthen trust and parent engagement. Trustees commend the campus for providing essential support to families—including distributing over 100 food boxes, offering daily suppers to more than 350 students, and ensuring safe access for children who walk to school—while also addressing academic needs through structured planning, staffing adjustments, and targeted professional development. Campus leadership emphasizes that while the instructional team is dedicated and improving, continued relationship-building with parents remains essential to increasing involvement and creating a supportive environment for all students.

5D. Fall Demographic Update

Presenters: Adam Rich, Assistant Superintendent & Bob Templeton (Zonda Education)

Mr. Rich opened the update by explaining that the district's long-range facilities master plan is guided by a comprehensive demographic study conducted twice yearly to forecast enrollment trends over a ten-year period. He introduced Mr. Bob Templeton from Zonda Education, who shared that statewide enrollment patterns have shifted significantly, with districts across Texas experiencing enrollment declines due to softened job growth, rising housing costs, and high mortgage interest rates. Mr. Templeton presented economic indicators for the Killeen region, noting unemployment has risen slightly and housing activity remains slower than in prior years, although KISD continues to see active construction across 36 subdivisions and more than 5,000 planned future lots. He reviewed detailed student yield data from both single-family and multifamily housing, explaining that while single-family yields remain healthy—generally between 0.5 and 0.7 students per home—multifamily yields average around 0.23, with pockets of higher density in certain communities. The Board also received projections showing that declining birth rates and reduced kindergarten enrollment are contributing to enrollment declines, with school year 2025-2026 peak enrollment decreasing by approximately 1,400 students from the prior school year and additional declines projected over the next several years. Mr. Templeton outlined low, mid, and high forecast models, emphasizing that current indicators point toward enrollment falling between the low and mid ranges due to emerging school-choice patterns, including the rapid growth of homeschooling and micro-schooling. Trustees discussed implications for long-range planning, noting that declining enrollment may create opportunities to modernize older facilities, eliminate remaining instructional portables, and ensure future decisions anticipate potential shifts in military population or housing development. Trustees express concern over sharply declining enrollment projections, noting that campuses such as Ellison High School may fall hundreds of students below capacity despite major capital investments. District leadership discusses broad demographic shifts—including statewide birthrate declines, homeschooling trends, and the unknown effects of upcoming voucher legislation—that will require the district to strategically reinvent itself and prepare for long-term optimization decisions. While the decline presents challenges, staff emphasize that it also provides an opportunity to reinvest in existing facilities, reduce reliance on portables, and improve equity across campuses through thoughtful long-range planning.

5E. Education Service Center Region 10 Child Nutrition Interlocal Bid Participation Agreement for the 2026-2027 School Year

Presenter: Ms. Kallen Vaden, Chief Financial Officer

The presenter explained that this item is a renewal of the district's long-standing participation in the Region 10 Child Nutrition Cooperative, which allows KISD to purchase food and supplies in bulk, store inventory efficiently, and remain fully compliant with federal USDA and Texas Department of Agriculture procurement requirements. She noted that there is no cost to the district for participation because all associated fees are paid by cooperating vendors, and the agreement is recommended for placement on a future consent agenda.

Agenda Item 6: Future Board Meeting Agendas and Trustee Remarks

Trustees use the closing remarks portion of the meeting to highlight upcoming needs, including timely decisions on summer school so that staff, students, and families have adequate notice and clear expectations. Additional requests include updates on STEM program placement following optimization and a briefing at a workshop on artificial intelligence to evaluate whether current district policies sufficiently address emerging classroom impacts. Trustee Rainwater reflects on the increasing complexity of board responsibilities, emphasizing the need for unity, transparency, and difficult decision-making to safeguard the district's long-term stability. Dr. Davis closes by acknowledging the challenges ahead and reaffirming the administration's commitment to strong communication, steady leadership.

Board Returned to Agenda Item 2: Closed Session

The Board entered closed session at **8:40 p.m.** for:

2D. Consultation with Legal Counsel Regarding Amendments to Local Innovation Plan (Texas Government Code 551.071).

2E. Consultation with the District's Legal Counsel Regarding Pending Litigation, a Settlement Offer, or Other Issues Confidential under the Attorney–Client Privilege (Texas Government Code 551.071).

2F. Deliberation Regarding the Purchase, Exchange, Lease, or Value of Real Property (Texas Government Code 551.072).

2G. Deliberation Regarding the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee (Texas Government Code 551.074).

2H. Deliberation a Matter Regarding a Public School Student in which Personally Identifiable Information about the Student will necessarily be Revealed (Texas Government Code 551.0821).

No action was taken in closed session.

Return from Closed Session

The Board reconvened in open session at **10:46 p.m.**

Agenda Item 7: Consideration and Possible Action Regarding Level III Parent Complaint Following Closed Session

The Board considered a Level III Parent Complaint presented in Closed Session. As a result of discussion in closed session Ms. Capito moved to deny Ms. Anderson's complaint appeal and uphold the Administration's decision at Level III.

Motion & Vote

- **Motion:** Tina Capito
 - **Second:** Rodeny Gilchrist
 - **Vote:** 7-0-0-0
 - **For:** Brett E. Williams, Susan M. Jones, Brenda Adams, Marvin Rainwater, Oliver Mintz, Tina Capito, Rodney Gilchrist
 - **Against:** None
 - **Abstained:** None
 - **Absent:** None
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Agenda Item 8: Adjournment

- **Motion:** Tina Capito
- **Second:** Branda Adams

There being no further business, the meeting adjourned at **10:47 p.m.**

Signatures

Brett E. Williams
Board President

Brenda Adams
Board Secretary
