



# Pre-K Program

Teacher & Principal Survey Results

# Pre-K Program Revenues and Expenditures

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**Killeen ISD Pre-K  
Fiscal Year 2023 (audited)**

**EXPENDITURES**

**Fiscal Year 2023  
Adopted Budget**

**Pre-K 3**

|                  |                      |
|------------------|----------------------|
| Substitutes      | \$ 60,168.00         |
| Teacher Salaries | \$ 1,502,962.00      |
| Aide Salaries    | \$ 19,326.00         |
| Supplemental Pay | \$ -                 |
| Benefits         | <u>\$ 184,766.00</u> |
| Total PK3        | \$ 1,767,222.00      |

**Pre-K 4**

|                  |                        |
|------------------|------------------------|
| Substitutes      | \$ 291,686.00          |
| Teacher Salaries | \$ 10,503,097.00       |
| Aide Salaries    | \$ 40,396.00           |
| Supplemental Pay |                        |
| Benefits         | <u>\$ 1,247,954.00</u> |
| Total PK4        | \$ 12,083,133.00       |

**TOTAL PRE-K**

**\$ 13,850,355.00**

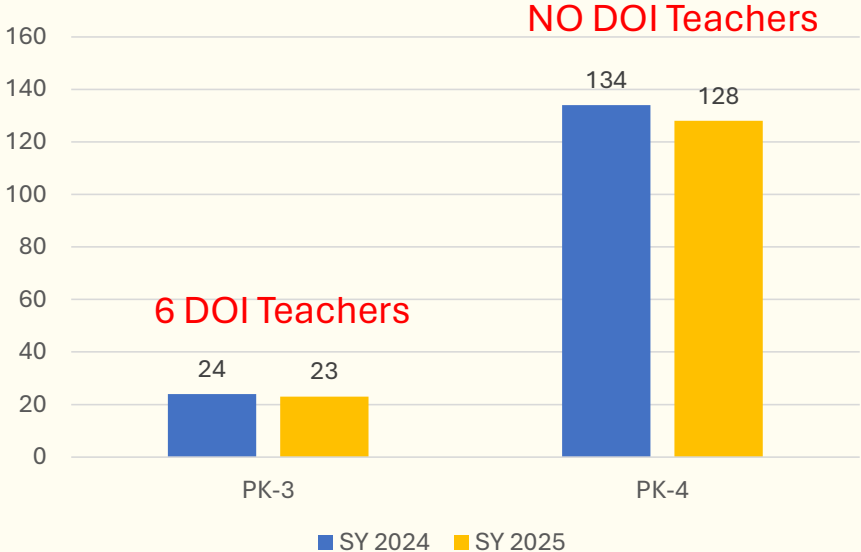
**REVENUE**

**FY 2023**

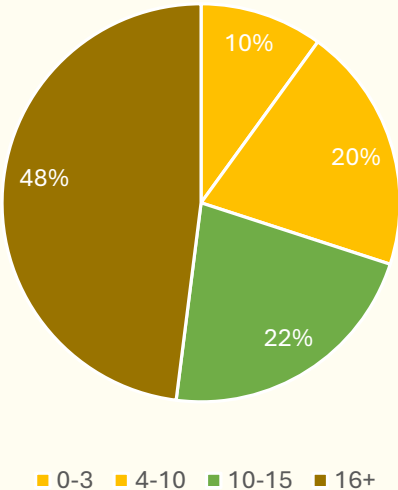
|                           |                    |
|---------------------------|--------------------|
| PEIMS ADA for 1/2 Day PK* | 1219.964           |
| Basic Allotment           | <u>\$ 6,160.00</u> |
|                           | \$ 7,514,978.24    |

# Staff Information

No. Teachers

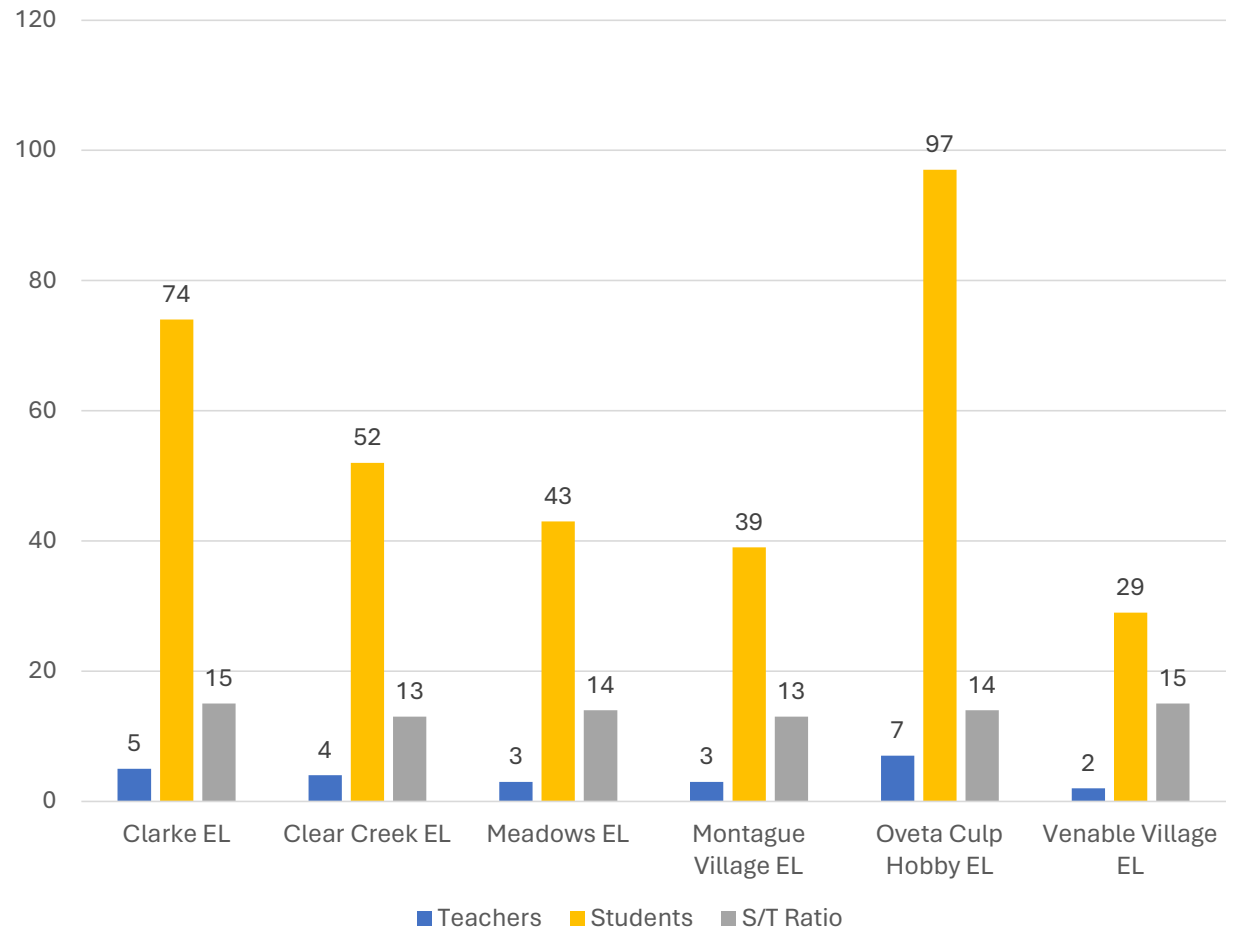


Yrs. Teaching Experience



# PK-3 Student to Teacher Ratio

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# PK-4 Student to Teacher Ratio

| Campus                | Students | Teachers | Ratio |
|-----------------------|----------|----------|-------|
| Alice W Douse EL      | 76       | 4        | 19    |
| Brookhaven EL         | 47       | 3        | 16    |
| Cedar Valley EL       | 49       | 3        | 16    |
| Clarke EL             | 85       | 5        | 17    |
| Clear Creek EL        | 90       | 4        | 23    |
| Clifton Park EL       | 84       | 5        | 17    |
| Dr Joseph A Fowler EL | 77       | 4        | 19    |
| Harker Heights EL     | 62       | 4        | 16    |
| Hay Branch EL         | 51       | 4        | 13    |
| Haynes EL             | 67       | 4        | 17    |
| Iduma EL              | 70       | 5        | 14    |
| Ira Cross Jr EL       | 57       | 3        | 19    |
| Killeen EL            | 104      | 7        | 15    |
| Maude Moore Wood EL   | 53       | 3        | 18    |
| Maxdale EL            | 56       | 3        | 19    |
| Meadows EL            | 71       | 4        | 18    |

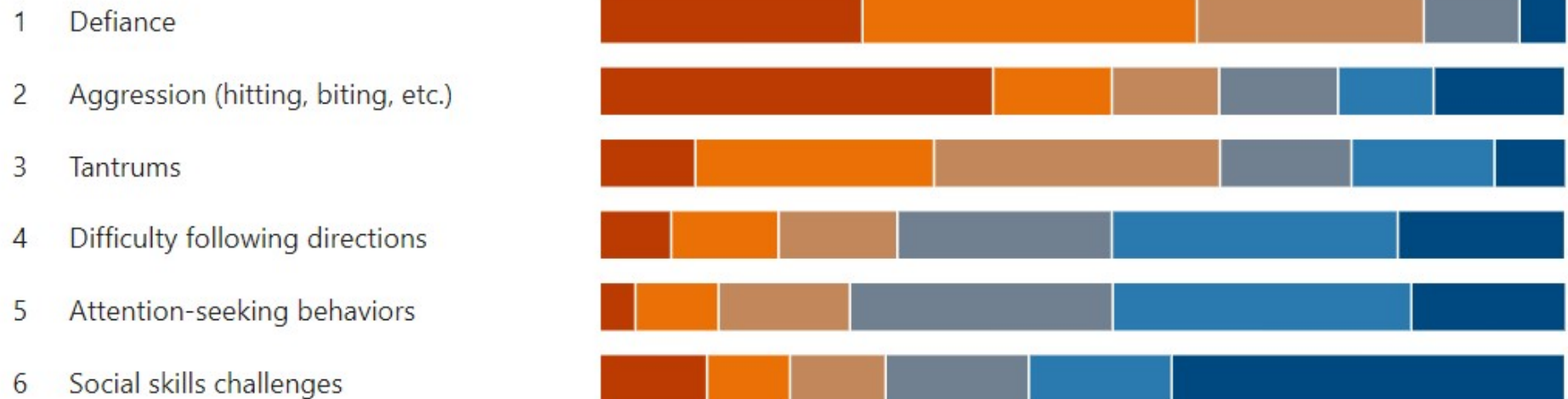
| Campus               | Students | Teachers | Ratio |
|----------------------|----------|----------|-------|
| Montague Village EL  | 72       | 4        | 18    |
| Mountain View EL     | 51       | 3        | 17    |
| Nolanville EL        | 45       | 3        | 15    |
| Oveta Culp Hobby EL  | 135      | 7        | 19    |
| Pat Carney EL        | 80       | 4        | 20    |
| Peebles EL           | 59       | 4        | 15    |
| Pershing Park EL     | 95       | 6        | 16    |
| Reeces Creek EL      | 97       | 5        | 19    |
| Richard E Cavazos EL | 33       | 3        | 11    |
| Saegert EL           | 78       | 5        | 16    |
| Skipcha EL           | 72       | 4        | 18    |
| Timber Ridge EL      | 72       | 6        | 12    |
| Trimmier EL          | 68       | 5        | 14    |
| Venable Village EL   | 81       | 4        | 20    |
| Willow Springs EL    | 67       | 5        | 13    |

# Common Behavior Issues

91% of Pre-K Teachers & Principals indicate a concern exists with the behavior occurring in Pre-K classrooms on their campus.

## Rank Options

First choice ■ ■ ■ ■ ■ Last choice



# Classroom Strategies

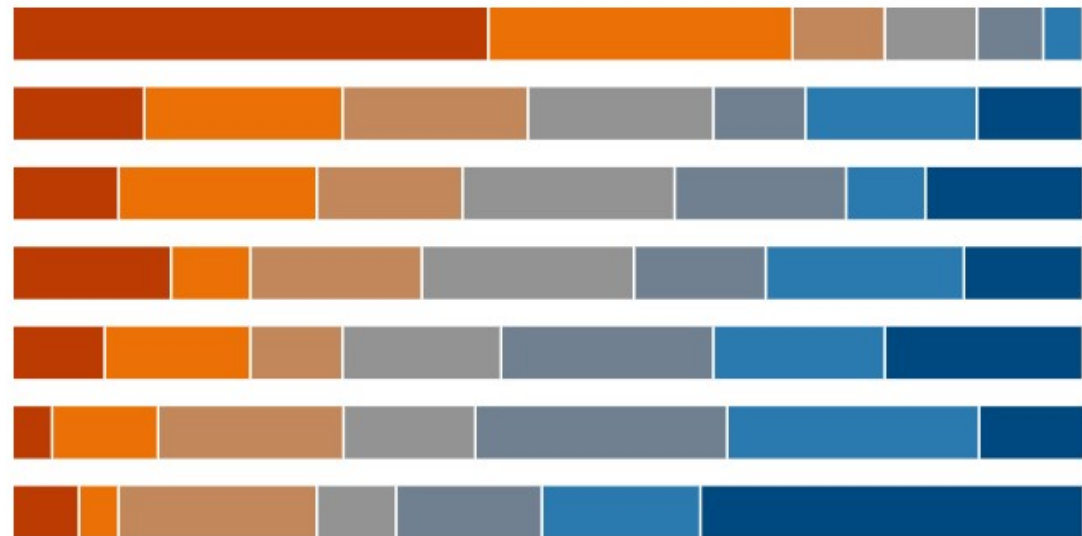
94% of Pre-K Teachers & Principals either agree or strongly agree that current strategies need to be improved.

Several comments mention that classrooms with more than 15-18 students are too large, leading to overstimulation and ineffective teaching

## Rank Options

First choice ■ ■ ■ ■ ■ ■ Last choice

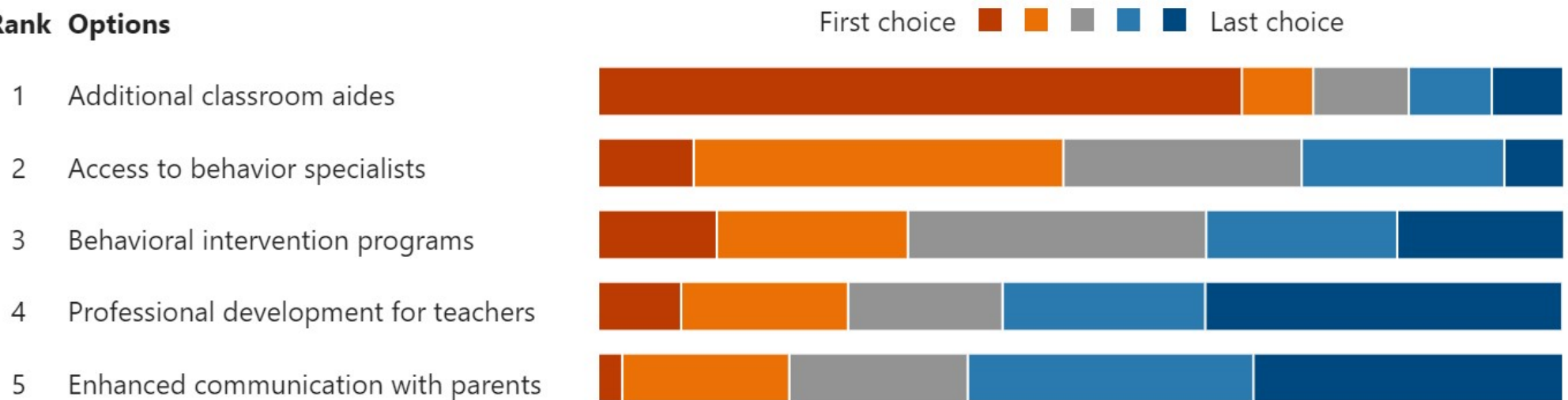
- 1 Positive reinforcement
- 2 Refocus Area
- 3 Sensory breaks
- 4 Parent communication
- 5 Social stories
- 6 Peer modeling
- 7 Behavior charts



# Classroom Supports

- Teachers indicate a shortage of aides and the frequent reallocation of aides to other duties or classrooms impacts classroom management.
- Teachers request more administrative support and behavioral specialists to handle extreme behaviors.

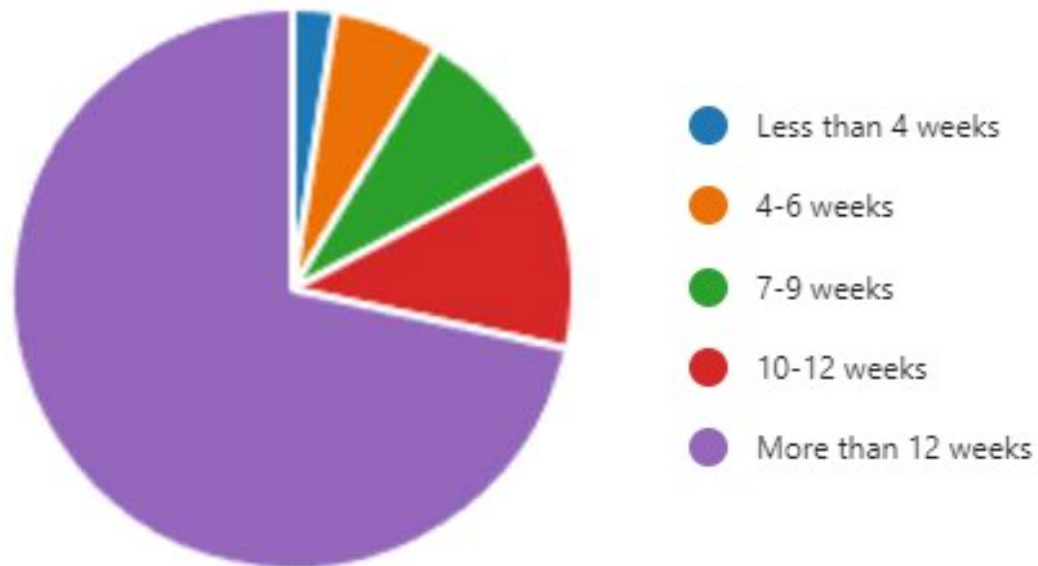
## Rank Options

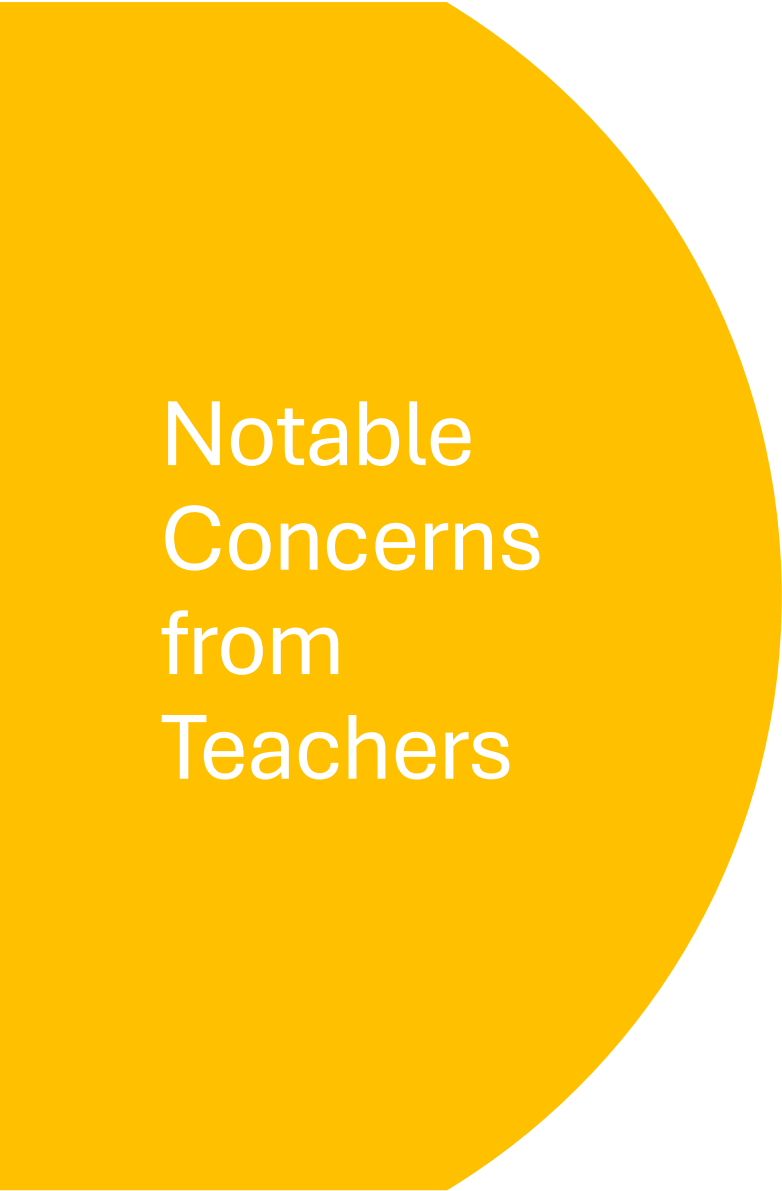




# Identification of Special Needs

72% of teachers and principals indicate it takes more than 12 weeks to identify Pre-K students from referral to special education placement and 79% of teachers would like more support during this transition time.





# Notable Concerns from Teachers

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Emphasize specials like PE and music being provided regularly to positively impact behavior

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Teachers express frustration with the lack of consequences for extreme behaviors, which disrupts the learning environment for other students.

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The need for consistent and effective behavior management strategies and more involvement from parents in addressing these behaviors.

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Teachers feel that parent education and cooperation are crucial for addressing behavior issues effectively, stressing the importance of increasing parent involvement and accountability for their child's behavior.

Section 29.153, Education Code, is amended by amending Subsections (c) and (d) and adding Subsections (c-1), (d-1), (d-2), and (g) to read as follows:

(c) A prekindergarten class under this section may be operated on a half-day basis for children under four years of age and shall be operated on a full-day basis for children who are at least four years of age.

A district is not required to provide transportation for a prekindergarten class, but transportation, if provided, is included for funding purposes as part of the regular transportation system.

(c-1) A prekindergarten class under this section for children who are least four years of age must comply with the program standards required for high quality prekindergarten programs under Subchapter E-1.

## House Bill 3 and Pre-K

House Bill (HB) 3 was passed by the 86th Texas Legislature, 2019, and signed into law by Governor Abbott on June 11, 2019. Sections (d-1) and (d-2) reference a waiver to the start of the full-day prekindergarten class if changes required construction of facilities or result in fewer students being enrolled. The waiver was limited to three years and expired at the end of the 2022-2023 year. Section (g) references partnerships with community-based child-care providers.

# Possible Action Steps

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Staffing and Allocation – Prioritize aides in Pre-K classrooms and establish a clear policy that aides should remain focused on their assigned classrooms to provide consistent support.

Campus Core Response Team will receive targeted behavioral strategies training from the behavioral specialist and SEL Counselors for PK-2<sup>nd</sup> students throughout the year for real-time assistance.

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Staffing and Allocation – Since HB3 mandates full-day Pre-K, focus on managing class sizes within this structure. Aim to cap Pre-K class sizes at 15-18 students to ensure effective management and individualized attention

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Staffing and Allocation – Enhance the role of the Parenting Specialist to include targeted workshops for parents of Pre-K students focusing on strategies for managing behavior at home and reinforcing positive behaviors taught in the classroom. This would include a parenting class prior to the 1<sup>st</sup> year in PK on how to prepare their child for school.

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Staffing and Allocation – The Pre-K curriculum specialist can collaborate with the parenting specialist and social and emotional counselor to align educational content with behavior management strategies and integrate social-emotional learning into the curriculum to preemptively address behavior issues.

# Possible Action Steps

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Behavior Management - Adopt Positive Behavioral Interventions and Supports (PBIS) or a similar evidence-based program tailored for Pre-K settings. Targeted PK-2<sup>nd</sup> grade Behavior Management sessions will be offered throughout the year.

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Behavior Management – Develop clear, school-wide behavior management plan that includes age-appropriate positive reinforcement strategies and leveled consequences.

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Behavior Management – Increase parent involvement through regular communication and participation in behavior management plans.

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Special Education - Work on internal process improvements to expedite special education referrals and evaluations and implement interim support measures for students while they await formal evaluation.

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