

Killeen Independent School District

Harker Heights High School

2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

The 2022-2023 school year was characterized by the continuation of work on closing learning gaps caused by the pandemic. The unprecedented, severe discipline issues from the previous year lessened. However, the lack of student engagement in the classroom, especially in comparison to pre-pandemic years, is still a barrier to the mission of providing consistent, high-quality instruction for all students. EOC data from the 2022-2023 school year indicated improvement in almost all areas, but room for growth and the need to continue closing learning gaps still exist. For the upcoming 2023-2024 school year, the campus will move forward with analyzing EOC data trends with more consistent data available as well as a wealth of information from MAPS, CUAs, TSIA and other assessments. We will also continue to work with tremendous resources in the form of additional at-risk personnel, instructional strategies and programs, and additional time in the form of interventions.

Harker Heights High School (HHHS) is a Texas 6A public high school established in 2001 within the Killeen Independent School District. As of 2022, the demographics at Harker Heights HS was as follows:

African-American-28.4%, Hispanic-31%, White-25%, American Indian-.5%, Asian-3.3%, Pacific Islander-2.1%, Two or more races-9.3%, Female-47.8%, Male, 52.2%.

Harker Heights High School in Killeen ISD serves the culturally diverse community of Killeen, Harker Heights, and Nolanville, Texas. As a proud public education institution that supports the U.S. Armed Forces at Fort Cavazos, Harker Heights students have lived throughout the world and speak a variety of languages, including Spanish, German, Nepalese, and Korean. The mobility rate for our students in 2021-2022 was 15.1%, greater than the State's average of 13.8%. Harker Heights HS has a year-round, higher than state average of student mobility associated with the district's affiliation to the Armed Forces at Fort Cavazos.

Harker Heights has several State and local funded programs aimed at targeting the needs of our Talented and Gifted, At-Risk and Special Needs population. The following target populations are the most susceptible to challenges and changes to academic access: English Language Learners (5%), At-Risk students (60%), Economically Disadvantaged students (32%), Gifted and Talented students (5.7%), and the 504/Special Education population (29% combined).

In 2021, Harker Heights employed approximately 159 teachers out of 179 professional staff members. The greatest percentage of teachers (27%) had 11-20 years of experience, but a nearly equal percentage had just 1-5 years of experience (26%).

Demographics Strengths

Student diversity is a tremendously positive attribute to campus culture.

Our teaching staff is diverse, and while the range of experience with the most teachers is the 1-5 year range, over half of our teachers have over 5 years of

experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The latest data available shows that the student population is 60% at-risk, 32% economically disadvantaged, and 29% SPED/504. These populations are especially vulnerable to the gaps in educational equity that still linger in the aftermath of the COVID-19 shutdown and year of virtual/blended learning. **Root Cause:** Students in these populations have limited exposure to resources outside of school. Campus, district and community resources could be utilized more effectively to meet this need.

Problem Statement 2: Per instructional rounds observation and teacher reports, student engagement is down dramatically from pre-pandemic years. **Root Cause:** Welcoming back previously virtual students and incorporating them back into a large school community was more difficult than anticipated.

Student Learning

Student Learning Summary

Harker Heights High School is focused on providing every student with a rigorous and relevant education which aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student-centered instruction. This is becoming increasingly important due to a rapidly changing global economy; students must have the skills to adapt to new kinds of jobs.

Multiple programs are provided to students for college credit. Students may take AP courses beginning their freshman year as well as dual sophomore credit courses throughout the core content. Additionally, students may apply to attend the Temple Bio-Institute, the Early College High School or STEM Academy where they may obtain their AA degree prior to high school graduation. Currently, nearly 700 students attend the Killeen Career Center throughout the day where they may obtain certification in various fields.

Assistance is provided to all students throughout the school day in: academic labs for credit recovery; tutoring before, during and after school; lunch bunch tutoring for students not completing assignments; and EOC tutoring pull-out programs. These efforts will be made even more robust in the coming school year due to the continuation of the RTI PLC and interventions. While Harker Heights saw gains in 'approaches grade level' EOC scores teachers and leadership are still working to close learning and behavioral gaps.

After receiving EOC scores, data shows that 28% of students did not approach grade level in Algebra I, 18% and 20% did not meet grade level in English I and II respectively, 7% did not meet grade level in Biology, and 6% did not meet grade level in US History. There was overall growth in EOC scores at Harker Heights High School at the end of the 2023 school year; Algebra I scores improved 8% from the prior year, English I scores went up 13%, English II scores stayed the same, Biology scores went up 6%, and US History scores went up 3%. The campus is excited about this growth and will continue to build on these successes.

Since the summer of 2019, district Common Unit Assessment Committees have been collaborating on effective unit progression maps for each unit of instruction in all tested areas. For the 2022-2023 academic year, we will continue to emphasize the need for CUA and other common formative data evaluation, and campus teacher collaboration efforts will expand to include academic gap identification, interventions, and learning progressions. Ongoing are efforts to create common assessments to measure growth for subject areas in which there are no MAPs tests. These efforts will involve campus and district-wide resources and will be ongoing throughout the school year.

Efforts continue for the increase of college and career readiness of our students. The campus conducted TSIA-II testing with Algebra II and English III students in the the fall and the spring to identify students in need of College Prep Math and English courses for college readiness.

Data for the 2022 Texas End of Course (EOC) state assessments were analyzed by subgroup; data disaggregated by subgroup was not yet available for 2023 scores.

| | English I 2021-2022 | | |
|------------------------------|----------------------------|--------------|----------------|
| | Approaches | Meets | Masters |
| Harker Heights H S | 66.34% | 48.97% | 7.03% |
| Economic Disadvantage | 57.99% | 38.87% | 3.45% |
| Currently Emergent Bilingual | 39.29% | 19.64% | 0% |
| Special Ed Indicator | 28.97% | 10.28% | 0% |

| | Algebra I 2021-2022 | | |
|------------------------------|----------------------------|--------------|----------------|
| | Approaches | Meets | Masters |
| Harker Heights H S | 58.81% | 22.57% | 10.87% |
| Economic Disadvantage | 52.08% | 16.32% | 6.60% |
| Currently Emergent Bilingual | 50% | 9.62% | 1.92% |
| Special Ed Indicator | 26.47% | 3.92% | 2.94% |

| | Biology 2021-2022 | | |
|------------------------------|--------------------------|--------------|----------------|
| | Approaches | Meets | Masters |
| Harker Heights H S | 85.11% | 57.16% | 19.43% |
| Economic Disadvantage | 78.69% | 47.21% | 11.80% |
| Currently Emergent Bilingual | 71.43% | 30.36% | 1.79% |
| Special Ed Indicator | 58.51% | 21.28% | 3.19% |

| | English II 2021-2022 | | |
|------------------------------|----------------------|--------|---------|
| | Approaches | Meets | Masters |
| Harker Heights H S | 78.98% | 64.12% | 9.77% |
| Economic Disadvantage | 65.16% | 49.59% | 5.33% |
| Currently Emergent Bilingual | 52.63% | 35.09% | 1.75% |
| Special Ed Indicator | 39.80% | 18.37% | 0% |

| | US History 2021-2022 | | |
|------------------------------|----------------------|--------|---------|
| | Approaches | Meets | Masters |
| Harker Heights H S | 94.22% | 79.78% | 53.13% |
| Economic Disadvantage | 87.50% | 67.50% | 36.88% |
| Currently Emergent Bilingual | 80.65% | 58.06% | 32.26% |
| Special Ed Indicator | 67.21% | 49.18% | 16.39% |

HHHS 4-year data

| | 2022 | 2021 | 2019 | 2018 |
|------------|------|------|------|------|
| English I | 66% | 78% | 72% | 65% |
| English II | 79% | 80% | 75% | 72% |
| Algebra I | 59% | 53% | 72% | 74% |
| Biology | 85% | 86% | 89% | 85% |

| | 2022 | 2021 | 2019 | 2018 |
|------------|------|------|------|------|
| US History | 94% | 93% | 97% | 95% |

The test data show concerning patterns for our special populations in the target areas of special education, EB, and economically disadvantaged, students are consistently under-performing compared to the campus average. Retesters have also traditionally under-performed, especially in the areas of English I, English II, and Algebra I. Despite the overall gains made for almost every test, we still anticipate the need to intervene for the special needs for these groups. Intervention efforts will target our special populations through various strategies to close the achievement gap.

Student Learning Strengths

Harker Heights High School earned a 2020 Accountability Rating of B from the Texas Education Agency. The accountability rating was achieved through a campus focus of providing every student with a rigorous and relevant education, aimed to develop critical-thinking skills and enable all students to become active participants in their own learning through student-centered instruction. Final accountability ratings will be updated once they become available.

Dual-credit and advanced classes have held steady in enrollment with about 25% of the student body taking these courses.

The RTI PLC and intervention labs in core content areas have been established to close the instructional/performance gaps. 41% of credits attempted were recovered.

Teacher Leaders in all four core areas and one in SPED tutored the EOC re-testers as well as worked with the teachers to better prepare the students for the rigorous EOC exams. A half-time ELA interventionist was solely dedicated to EOC retesters; all her students grew, and over half became successful on the test.

Teachers worked diligently to connect with students and provide meaningful learning experiences in face-to-face and remote learning environments. Despite these efforts, campus instructional walk data indicated that in 75% of classes, instruction was mainly in the independent phase of the GRR. Campus leadership, to include teacher leaders, is planning to focus on collaborative learning strategies through the momentum plan and accompanying PD.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in special populations such as SPED, Emergent Bilingual, and economically disadvantaged, are performing below their peers on state assessments.

Root Cause: These subgroups were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

Problem Statement 2: The most recent disaggregated English I EOC STAAR results show only 29% of special education students, 58% of economically disadvantaged students, and 39% of EB students were successful on the English I EOC. This dip demonstrates that differentiation attempts have not been adequate.

Problem Statement 3: Preliminary data shows that 28% of students did not approach grade level in Algebra I, 18% and 20% did not meet grade level in English I and II respectively,

7% did not meet grade level in Biology, and 6% did not meet grade level in US History.

Problem Statement 4: 90.6% of 2023 graduates are projected to earn their CCMR indicator. **Root Cause:** While this percentage reflects growth from prior years, there is a lack of campus-wide knowledge about CCMR and the various ways students can demonstrate readiness.

Problem Statement 5: For the 2023 school year, 161 students are projected to be behind in credits.

School Processes & Programs

School Processes & Programs Summary

The 2022-2023 school year was challenged in a variety of ways; while the campus continued to rebuild relationships and increase engagement with students, current events led to an increased emphasis on campus safety through measures such as door checks, metal detection, and increased efforts with encouraging student reporting of SCOC violations. Despite these issues, HHHS persisted in systematically gathering instructional data. The leadership team addressed student failures and initiated teacher-based credit recovery, and it also conducted instructional coaching walks to gather data about GRR implementation with which to guide professional development moving forward. Decision and collaboration will continue through department professional learning communities and Site-Based Decision-Making Committee engagement throughout the 22-23 academic year. Meeting the needs of all students in various special programs will be done through a collective efficacy mentality, utilizing various resources to promote a rigorous learning experienced whether on or off campus. The introduction of the RTI PLC, Interventions, and Restorative Practices were promising, and those efforts will continue with a new bell schedule and closed campuses next year.

As we move into the 2023-2024 school year, professional development opportunities will remain a priority for all teachers. Large-group PLCs will be intentionally planned, and the emphasis will be on effective use of the GRR, instructional discourse, and building positive relationships. Harker Heights recognizes the need for teachers and campus leaders to be trained and have the flexibility to address future challenges in maintaining high expectations for student achievement.

Harker Heights HS supports students in the participation of the Advancement Via Individual Determination (AVID) program, which prepares underrepresented students for higher education. AVID assists students seeking to attend college through academic, social, and emotional support that will help them succeed in Honors, Advanced Placement, and Dual Credit classes (vertical alignment with college expectations) on campus. Recruitment of students to the AVID program will remain a priority of the campus improvement efforts. The AVID program director also supports campus-wide efforts to integrate research-based strategies, college and career events.

Special Education resource, inclusion, and SKILLS teachers will continue to collaborate and plan using various resources to provide differentiated instructional strategies at subject level PLCs in order to vertically align instruction for their students and prepare them for success on grade-level assessments, to include EOCs.

Students also have a variety of UIL academic contests they may participate in including numerous student-led clubs. Students participate in yearbook or newspaper production as well as speech and debate. The JROTC program is a stimulus for promoting graduation from high school and future career opportunities by providing real-world instruction. JROTC rewards and opportunities greatly benefit the cadet, the community, and the nation.

Students are also given the opportunity to participate in Killeen ISD's Career and Technical Education (CTE) Program. Students in the CTE program benefit from rigorous coursework that include industry certification and instructional business partnerships. Most programs sponsor a CTSO (Career & Technical Student Organization) that provide real-world experiences as well as travel and competition opportunities. Student education and recruitment of the benefits of Killeen ISD's CTE program is a collaborative effort that require effective communication and collaboration with middle school students, teachers, and parents.

Additionally, students can enroll in the Texas Bioscience Institute (TBI) program through Temple College. The TBI program offers STEM (Science,

Technology, Engineering, and Math) college-level courses that promote skills and knowledge in medical and biotechnology careers.

Continuous and focused data analysis is recognized as an essential process at Harker Heights HS. Professional Learning Communities strive to improve student performance through unit progression planning and common assessments. Teacher Leaders model best teaching practices during professional development opportunities, meeting regularly with administration to monitor and identify needed resources.

Teachers receive a minimum of two walk-throughs, one of which is a coaching walk, per nine weeks. Professional development is provided multiple times throughout the semester and two planning days are provided to core content area teachers. Best strategies and practices are demonstrated in large group PLC's. Special Education teachers all attend, collaborate, and provided differentiated instructional strategies at subject level professional learning communities and participate in planning days. HHHS administrators have observed that strategies taught in PLCs are often not implemented into classroom instruction or classroom management. They noted this trend by analyzing walk-through data, Instructional Rounds data, and internal rounds data. Additional input has been provided from PLC leaders and department heads. An examination of the data also revealed that students are not engaging in instructional discourse and collaboration. Further analysis and discussion of this data was analyzed during small group and large group PLCs.

The core subject areas meet in their professional learning community every other Wednesday. Each subject area has its own conference period which often leads to informal collaboration. During PLC, teachers design lessons and assessments, analyze data, and examine instructional strategies. They provide agendas to their department principals. PLC agendas and common assessment data highlighted expanding gaps in student learning and teacher emphasis on independent learning for efficiency with implementing virtual learning. Agendas also showed that teachers are not digging as deeply into data as they should. Special Education teachers also attend, collaborate, and provide differentiated instructional strategies at subject level professional learning communities.

New operational procedures are presented to the Site-Based Decision Committee for review. It has been discussed during SBDM meetings and brought up in Large Group PLC's that parents of underclassmen as well as the students have addressed concerns about not knowing about various academic programs and opportunities. The SBDM is made up of a teachers, administrators, parents, and community members.

HHHS staff and students utilize a wide array of technology in the classroom. Our campus is a Bring Your Own Device (BYOD) campus which allows students to use their personal items like iPads and cell phones to complete academic activities. HHHS has approximately 2281 students and less than 1200 devices for classroom use. Students are able to access the internet throughout the building; however, when the network goes down, students can no longer log into computers to use them with non-internet services. Classroom teachers are able to determine the use of the student devices in their classrooms.

Technology found at HHHS includes teacher-issued laptops, desktops for classrooms, short-throw projectors in select science classrooms, iPads, and tablet computers for staff and student use. Our lending library allows students to check out computers for up to 3 days. Two campus technologists, who serve both the staff and the students, provide technology support. Our life cycle replacement plan is on a 5-year rotation. Barriers to uninterrupted access to technology are the bandwidth and the campus-owned technology-to-student ratio. The necessity of virtual learning due to the COVID-19 closure highlighted the lack of equitable technology access and training for students.

PLCs, instructional planning, and implementation of instructional best practices were severely hindered by the need to provide remote and face-to-face instruction simultaneously.

School Processes & Programs Strengths

- New teachers have available support from an assigned mentor, Campus Instructional Specialist, Professional Learning Communities, and a Department Principal.
- Teachers meet in subject level groups regularly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.
- New Teacher Induction professional development events are held for teachers with less than 1 year of experience.
- Professional development is created and delivered by HHHS teachers and administrators, differentiated based on the needs of the teachers through input such as surveys, etc.
- Internal Instructional Rounds and Coaching Walks have been introduced to the teachers to help develop a common understanding of campus-wide improvement needs and goals.
- KISD offers a variety of professional development throughout the year, as does the Region XII Service Center.
- Professional development opportunities are regularly attended by the staff.
- Teachers collaborate with Special Education, 504, English Language Learners administrative staff to identify, intervene, and monitor the unique needs of special population students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause:** Teachers have historically struggled to give up control and create rigorous enough questions and experiences for students to fully engage in collaboration.

Problem Statement 2: Data from Fall 2022 Internal Instructional Rounds and Coaching Walks indicated that in over 50% of observed classrooms, students were in the independent or focused phase of learning. Collaboration and discourse were observed in 50% of classes, but lacked intentionality, depth, and purpose. **Root Cause:** HHHS teachers may need more training on how to implement productive group work with academic vocabulary.

Problem Statement 3: PLC Leaders, Department Heads, and Campus Administrators observed that the PLCs use data from common formative assessments less than 50% of the time to drive instruction. **Root Cause:** Departments focus more on summative data verses looking at formative data during the allotted PLC time.

Problem Statement 4: Parents of underclassmen and their students do not know about academic programs and opportunities that are available at HHHS. **Root Cause:** Students/ Parents are not informed about various programs and prerequisites at an early stage for their student to meet the requirements for the programs.

Problem Statement 5: Student technology device demand exceeds our current inventory. There is insufficient technology on campus for students to use for creative & inventive endeavors or for virtual learning if the need arises again. **Root Cause:** Resources for certain technology needs for the campus are not always available.

Problem Statement 6: Internal Instructional Rounds data showed that students still need to engage in academic discourse at higher cognitive levels. **Root Cause:** HHHS teachers may need more training to help students understand what they need to do to think and discuss at higher levels.

Problem Statement 7: There is a need for teachers and campus leaders to be trained and have the flexibility to address future challenges in maintaining high expectations for student achievement.

Problem Statement 8: CTE programs require significant resource investment to provide the real-world classroom and travel experiences associated with these courses and related student organizations (CTSOs).

Perceptions

Perceptions Summary

Harker Heights HS has a diverse campus culture and climate, as noted in the demographic summary. With a student population of over 2200 students, two major focus points of our staff are student safety and student participation in school activities. Students who are active participants in school functions help to promote a positive school environment and are more likely to be successful academically. 59% of our student body participates in at least one UIL activity. In addition to athletics, we have band, choir, orchestra, and 45 additional clubs in which students may participate. However, 50% or less of our student body attends school events such as athletics, Fine Arts performances, UIL academic meets, and pep rallies. This number is based on observations by coaches, faculty, staff and community members. Some students have noticed this lack of school spirit and have expressed a desire for more students to participate in these events. Students work with community members to provide opportunities to bring the community and our students together.

The physical, mental, and health safety of students and staff is very important. There are 2 full time KISD police officers assigned to our campus. The majority of referrals that are written are for Type II (minor) incidents. Students who commit serious offenses are dealt with by the administration through the District Student Code of Conduct. There were 59 referrals for drugs and alcohol worked, up dramatically from 33 last year. Because we do offer Crime Stopper rewards, most of our drug and weapon incidents are reported by students on campus. Incidents of bullying and threats of suicide are taken very seriously and all are investigated by administration or school counselors. We follow the district designed protocols when dealing with either of those two issues. Safety will continue to be a focus, and attention will shift in the 2023-2024 school year to safety strategies and improved relationships for behavior management.

At Harker Heights High School, family and community engagement is seen as an essential element in creating a successful learning environment. To increase engagement from partners outside of the campus, HHHS has implemented several strategies. These strategies include close partnership with the Cities of Harker Heights and Killeen, City of HH Chamber of Commerce as well as community organizations such as the Rotary Club, Exchange Club, and Chick-fil-a Academy and Knights of the Round Table. Efforts to strengthen our partnership with the community also include community involvement in the Site-Based Decision-Making Committee. HHHS has used these newly developed partnerships to create new and innovative ways of motivating and rewarding students for successful learning. Parents want an outlet to voice opinions on campus but a survey taken by HHHS SAC showed most parents do not know what methods to use in order to do so. This was addressed at SBDM meetings by our parents and community members; faculty and staff agreed on the consensus. In addition, some parents do not realize students are failing until it is too late for the student to improve his/her grade and this concern has been addressed during SBDM as well.

Perceptions Strengths

Safety procedures in place at HHHS:

Monthly fire, shelter-in-place, and lock down drills

Tornado drills are held once per semester

Gang database kept by campus police

Cash rewards paid by Crime Stoppers for information that leads to removal of weapons, alcohol, and drugs

Conflict resolution and investigations of bullying typically result in appropriate student behavior

Campus environment does not tolerate bullying by students or staff

Use of Student 2 Student to help new students make a smooth transition into the HHHS student population

Use of activities such as S2S training days, freshmen orientation, and leadership camps to foster a sense of belonging among students

Create extracurricular and co-curricular opportunities to encourage student participation in school and to help students develop relationships with others

Daily and weekly emails are sent to parents through Blackboard Connect communicating information about sports, clubs, activities, testing, grades, and other issues that affect students.

We have implemented weekly announcements over the intercom during second period.

Use of campus website and Remind 101 to keep parents informed of campus activities and information by grade level.

Knights of the Round Table organization meets monthly to plan activities and events that promote good citizenship and community connectedness. They work directly with the city of Harker Heights to enhance communication between the school and the community at large.

Present students to the City of Harker Heights City Council and Harker Heights Herald for recognition of achievements in academics, sports, performing arts, community service, and campus and community improvements.

There is consistent representation and feedback from the community and parents on the SBDM. Enlist school-wide participation in the City of Harker Heights Memorial Parade.

Enlist community and Adopt-A-Unit participation in the yearly student body 9/11 Memorial Walk. Community-wide pep rally during homecoming week promotes school and community spirit.

The City of Harker Heights in conjunction with the Knights of the Round Table host a picnic for graduating seniors and their families. Teachers and staff nominate students for Knight of the Month.

We encourage club and organization participation in community-service projects such as road-side trash cleanup, park cleanup, Second Chance Shelter, Rosewood Nursing Home, wreath laying at the Killeen Veteran's Cemetery, and other volunteer based activities including the Funday Carnival in May. Community Outreach and other schools in the district communicate their volunteer needs to our campus and students sign up for community service hours.

Two students are selected as the Killeen Exchange Club Youth of the Semester. The selected students and administration from HHHS attend a banquet to honor the students.

We partner with and utilize our Adopt-A-Unit for pep rallies, 9/11 events, military, football games and teacher in-services.

We encourage parent/community volunteerism at the school resulting in over 6000 hours logged this year. HHHS students participate in the Harker Heights Chamber of Commerce's Junior Ambassador program.

Collaboration with Harker Heights Chamber of Commerce Vision XXI leadership program resulted in 5 students working with the business members to enhance community leadership through shared knowledge and skill building. Students participate in a large community service project.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents frequently request information on how to support their students in academics and four-year/futures planning. **Root Cause:** Parents are not familiar with virtual learning platforms, technology, and CCMR standards so that they can adequately support their students with homework, four-year-plans, etc.

Problem Statement 2: 50% or less of our student body attended school events such as athletics, Fine Arts, UIL academic meets, and pep rallies prior to the COVID-19 shutdown. **Root Cause:** Students are not attending events because they are not connected to campus through a club/organization or extra-curricular activity; this kind of community building will be increasingly difficult with the advent of virtual learning and the ongoing pandemic.

Problem Statement 3: Parent feedback indicates that they do not always get notification of student academic issues in a timely manner so that they can help intervene. **Root Cause:** Academic feedback can come from: HAC, teacher email/phone call, student communication, Schoology, counselors, APs, etc. Lack of a consistent notification system or updated contact info could be part of the problem.

Problem Statement 4: Safety is a huge priority at HHHS. Administrators address: building security, student behavior, potential natural disasters, issues related to preventing the spread of infectious disease, and other safety concerns. **Root Cause:** So many factors related to safety are outside leadership control, so it is crucial to have strong systems for preventing safety issues and responding swiftly and effectively to concerns.

Goals

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

Performance Objective 1: By the end of the 2023-2024 school year, student academic achievement will reflect measurable growth compared to 2023 EOC data, defined as an overall 5% increase in Algebra I, an overall 3% increase in English I and English II, and an overall 4% increase in Biology. Teachers will refer to this year's EOC data, as well as MAPs, CUAs, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

Evaluation Data Sources: EOC data, Common assessment data, standardized test data

| Strategy 1 Details |
|---|
| <p>Strategy 1: All teachers will plan and implement a beginning-of-year pre-assessment to determine student ability levels in relation to skills necessary to be successful in learning new content. Gaps created by the lack of consistent, equitable, high-quality instruction must be identified and targeted with as much specificity as possible.</p> <p>Strategy's Expected Result/Impact: Gaps made as a result of blended learning and subsequent re-integration struggles will be closed; this will be evidenced by academic growth on EOC and CUA exams.</p> <p>Staff Responsible for Monitoring: Principal Department Principals Curriculum Director Teacher leaders</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 5</p> |

Strategy 2 Details

Strategy 2: At-risk students will be supported through online interventions, opportunities for virtual tutoring, and small-group supplemental instruction.

Strategy's Expected Result/Impact: Increased student exposure to technology will generate interest, develop necessary technology skills, and increase engagement in course content.

Staff Responsible for Monitoring: School Administrators

Campus Instructional Specialist

Lead Teachers

Campus Technologist

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 5 - School Processes & Programs 5

Funding Sources: Technology items to support at-risk students with online interventions and virtual tutoring. - 166 - State Comp Ed - 166.11.6398.00.007.24.AR0 - \$55,000

Strategy 3 Details

Strategy 3: Teachers will track and monitor the performance of at-risk students to better help them succeed on the Algebra I EOC.

At-risk seniors who have been identified as struggling in math will be placed in a College Prep Math course.

Strategy's Expected Result/Impact: Continue increasing passing rate in all math classes and Algebra I EOC exam.

Increase in CCMR indicators

Staff Responsible for Monitoring: Curriculum Director

Math Lead Teacher

All Math Teachers

Counselors

Board Builder

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Strategy 4 Details

Strategy 4: All teachers (including SPED and inclusion teachers) will offer tutoring a minimum of two times a week. Teachers will track attendance with sign-in sheets. At-risk students will be targeted for tutoring with specifically identified department teachers.

Additional Targeted Support will be provided to current Special Education students in math through additional tutoring during inclusion or resource classes within the school day and after school tutoring in order to increase academic achievement status meeting grade level standard by 5%.

Strategy's Expected Result/Impact: Gaps made as a result of blended learning will be closed; this will be evidenced by academic growth on EOC and CUA exams.

Staff Responsible for Monitoring: Curriculum Director
Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 2, 3, 5

Strategy 5 Details

Strategy 5: Provide special EOC tutoring prior to the EOC retake dates for all at-risk students.

Strategy's Expected Result/Impact: Increase number of students passing their EOC retakes.

Staff Responsible for Monitoring: Curriculum Director
CIS
Teacher Leaders
Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Funding Sources: Instructional supplies for at-risk tutoring: additional lab supplies to support tutoring, paper, pencils, math manipulatives, etc. - 166 - State Comp Ed - 166.11.6399.00.007.24.AR0 - \$10,000

Strategy 6 Details

Strategy 6: Teacher made common assessments (formative and summative) will contain EOC-formatted questions and focus on essential learning. Teachers will use data to address specific student needs and plan future instruction.

Strategy's Expected Result/Impact: Gaps made as a result of blended learning will be closed; this will be evidenced by academic growth on EOC and CUA exams.

Staff Responsible for Monitoring: CIS

Teacher Leaders

Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 5

Strategy 7 Details

Strategy 7: Teachers will implement two-week comprehensive unit of review activities for all students prior to spring EOC administration to address high-stakes TEKS and TEKS identified as problem areas through common assessment data.

Strategy's Expected Result/Impact: Existing academic gaps will continue to close; this will be evidenced by academic growth on EOC and CUA exams.

Staff Responsible for Monitoring: CIS

Lead Teachers

Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Strategy 8 Details

Strategy 8: A watch list of students will be created by sub groups to include ELL and Special Education in order to address academic concerns identified in the most recent accountability summary and highlighted by the COVID-19 closure and year of blended learning.

Strategy's Expected Result/Impact: Gaps made as a result of blended learning will be closed; this will be evidenced by academic growth on EOC and CUA exams.

Staff Responsible for Monitoring: Special Education Coordinator

Curriculum Director

ESL teacher

CIS

Teacher Leaders

Department Principals

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Strategy 9 Details

Strategy 9: Students will be placed into Credit Recovery lab to regain lost credits.

Strategy's Expected Result/Impact: Students will regain lost credits and on-time graduation rates will increase.

Staff Responsible for Monitoring: Curriculum Director

Board Builder

Counselors

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 5

Funding Sources: Supplemental tech supplies to facilitate the academic lab of at-risk students. - 166 - State Comp Ed - 166.11.6394.00.007.24.AR0 - \$13,000

Strategy 10 Details

Strategy 10: English teachers will collect EOC writing samples periodically throughout each grading period from all students. Samples will collectively be evaluated using state scoring guides/rubrics.

Strategy's Expected Result/Impact: Gaps made as a result of blended learning will be closed; this will be evidenced by academic growth on EOC and CUA exams.

Staff Responsible for Monitoring: English teacher leader

English teacher

CIS

Department Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Strategy 11 Details

Strategy 11: All teachers will incorporate best practice, research-based instructional strategies such as the Gradual Release of Responsibility and AVID close reading and note-taking strategies in classes.

Strategy's Expected Result/Impact: Improved academic vocabulary as a result of these strategies will leverage to improved academic achievement in all content areas and help close gaps created as a result of re-integration struggles.

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 5

Funding Sources: Region XII Co-Op Membership for teacher training on strategies for at-risk students. - 166 - State Comp Ed - 166.13.6239.00.007.24.AR0 - \$1,500

Strategy 12 Details

Strategy 12: At-risk students will be supported through close-reading strategies in fiction and nonfiction texts as well as reference materials during interventions and tutorials.

Strategy's Expected Result/Impact: Increased student exposure to various text structures to develop comprehension skills needed for rigorous content.

Staff Responsible for Monitoring: School Administrators

Campus Instructional Specialist

Lead Teacher

Librarians

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 5

Funding Sources: Reading materials and books for at-risk students to use during tutorial and interventions - 166 - State Comp Ed - 166.11.6329.00.007.24.AR0 - \$2,500

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The latest data available shows that the student population is 60% at-risk, 32% economically disadvantaged, and 29% SPED/504. These populations are especially vulnerable to the gaps in educational equity that still linger in the aftermath of the COVID-19 shutdown and year of virtual/blended learning. **Root Cause:** Students in these populations have limited exposure to resources outside of school. Campus, district and community resources could be utilized more effectively to meet this need.

Student Learning

Problem Statement 1: Students in special populations such as SPED, Emergent Bilingual, and economically disadvantaged, are performing below their peers on state assessments. **Root Cause:** These subgroups were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

Problem Statement 2: The most recent disaggregated English I EOC STAAR results show only 29% of special education students, 58% of economically disadvantaged students, and 39% of EB students were successful on the English I EOC. This dip demonstrates that differentiation attempts have not been adequate.

Problem Statement 3: Preliminary data shows that 28% of students did not approach grade level in Algebra I, 18% and 20% did not meet grade level in English I and II respectively, 7% did not meet grade level in Biology, and 6% did not meet grade level in US History.

Problem Statement 5: For the 2023 school year, 161 students are projected to be behind in credits.

School Processes & Programs

Problem Statement 5: Student technology device demand exceeds our current inventory. There is insufficient technology on campus for students to use for creative & inventive endeavors or for virtual learning if the need arises again. **Root Cause:** Resources for certain technology needs for the campus are not always available.

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

Performance Objective 2: By the end of 2023-2024 school year, strategies, programs, and personnel will be provided to ensure the success of our students in the different special programs on campus. 25% of our students in special programs will increase their percentage scores by 10% on their EOC and PSAT exams.

Evaluation Data Sources: Improved passing rates for these students in the core areas and EOC exams and increased scores on the PSAT.

| Strategy 1 Details |
|--|
| <p>Strategy 1: Using research-based Sheltered Instruction Observation Protocol (SIOP) strategies, the ESL teacher will facilitate active vocabulary acquisition and understanding of core class concepts among English Learner (EL) students. This will be achieved through daily vocabulary-focused activities and contextualized learning experiences. Progress will be assessed via regular vocabulary quizzes and core class performance, targeting a 10% improvement in vocabulary test scores and a 15% increase in core class grades by the end of the school year 2024.</p> <p>Strategy's Expected Result/Impact: Gaps made as a result of blended learning will be closed; this will be evidenced by academic growth on EOC and CUA exams.</p> <p>Staff Responsible for Monitoring: ESL teacher Department Principal Curriculum Director</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Technology items to support student vocabulary acquisition (Devices to access online learning tools) - 165/ES0 - ELL - 165.11.6398.00.007.25.ES0 - \$6,500, Bilingual dictionaries and supplemental reading material to support students in acquiring academic and social language - 165/ES0 - ELL - 165.11.6329.00.007.25.ES0 - \$500, Supplemental language material and supplies to support students in acquiring academic and social language - 165/ES0 - ELL - 165.11.6399.00.007.25.ES0 - \$1,750</p> |

Strategy 2 Details

Strategy 2: Use previous EOC and current TELPAS scores to identify needs and focus instruction for the EB students.

Strategy's Expected Result/Impact: Previously identified gaps will begin to close; this will be evidenced by academic growth on EOC and CUA exams.

Staff Responsible for Monitoring: ESL teacher

Curriculum Director

Department Principal

Counselors

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Student Learning 1, 2

Strategy 3 Details

Strategy 3: Effectively utilize RTI system and RTI (interventionist) PLC to ensure teachers understand how to best identify and serve students in need of extra support.

Strategy's Expected Result/Impact: Gaps made as a result of blended learning will be closed; this will be evidenced by academic growth on EOC and CUA exams.

Staff Responsible for Monitoring: At-Risk Counselor (RTI PLC Lead)

Restorative Practices Leader

RTI PLC

Teacher Leaders

Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 5

Strategy 4 Details

Strategy 4: Provide online test tutorials for SpEd students prior to EOC exams.

Strategy's Expected Result/Impact: Increased number of students passing the EOC exams.

Staff Responsible for Monitoring: SPED Coordinator

Inclusion Teachers

Additional Targeted Support Strategy

Problem Statements: Student Learning 1, 2

Strategy 5 Details

Strategy 5: Provide remedial reading instruction for the resource and SKILLS students.

Strategy's Expected Result/Impact: Increased number of students passing the core classes and the EOC exams.

Staff Responsible for Monitoring: SPED Coordinator
SPED teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Student Learning 1, 2

Strategy 6 Details

Strategy 6: Monitor the graduation rates of the 2023-2024 cohort group by all sub groups to include Special Education and ESL to address the System Safeguards in the Accountability Summary.

Additional Targeted Support will be provided to current Special Education students by ongoing monitoring throughout the year to make sure students are on track for graduation and have met all criteria needed in order to increase the federal graduation rate from 68.6% to 90%.

Strategy's Expected Result/Impact: Previously identified; this will be evidenced by academic growth on EOC and CUA exams.

Staff Responsible for Monitoring: Principal

Registrar

Assistant Principals

Special Ed Coordinator

ELL Teacher

RTI PLC

Teacher Leaders

Counselors

TEA Priorities:

Build a foundation of reading and math

- Additional Targeted Support Strategy

Problem Statements: Student Learning 1, 2, 5

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Students in special populations such as SPED, Emergent Bilingual, and economically disadvantaged, are performing below their peers on state assessments.

Root Cause: These subgroups were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

Student Learning

Problem Statement 2: The most recent disaggregated English I EOC STAAR results show only 29% of special education students, 58% of economically disadvantaged students, and 39% of EB students were successful on the English I EOC. This dip demonstrates that differentiation attempts have not been adequate.

Problem Statement 3: Preliminary data shows that 28% of students did not approach grade level in Algebra I, 18% and 20% did not meet grade level in English I and II respectively, 7% did not meet grade level in Biology, and 6% did not meet grade level in US History.

Problem Statement 5: For the 2023 school year, 161 students are projected to be behind in credits.

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

Performance Objective 3: Increase college readiness through the use of SAT, ACT, AP, Dual Credit, CTE, and STEM opportunities. Increase enrollment and successful completion by 5%.

Evaluation Data Sources: Increase the number of PSAT, SAT, ACT and AP commended/distinguished scholars. Increase participation and performance in P-AP, AP, Dual Credit, and AVID courses. We will also work with teachers through AP training in order to increase the success of the students taking AP exams.

Strategy 1 Details

Strategy 1: PSAT, SAT and ACT, and TSI Boot Camps and AP tutorials will be provided for all students interested in the program by campus teachers who have been trained; the desired effects will be increased participation in Boot Camps as well as improved scores.

Strategy's Expected Result/Impact: SAT, ACT, and AP scores with a 3% percent improvement in all areas.

Staff Responsible for Monitoring: Curriculum Director

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 4

Strategy 2 Details

Strategy 2: AVID curriculum will help with schoolwide AVID implementation and recruitment as well as prepare AVID students to be successful in P-AP, AP, and Dual classes.

Strategy's Expected Result/Impact: Improve retention and success rates of the AVID students in advanced classes.

Staff Responsible for Monitoring: RTI PLC

Curriculum Director

Department Principal

AVID Coordinator/AVID Teachers

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 4

Strategy 3 Details

Strategy 3: During the October testing of the PSAT, the seniors will speak with representatives from CTC about college opportunities. Counselors will evaluate what college information the students need and then invite college representatives to speak to seniors on the PSAT date. Parents will also be encouraged to participate.

Strategy's Expected Result/Impact: Increased number of students enrolling in college.

Staff Responsible for Monitoring: Counselors,
AVID teachers, and
HHHS teachers

TEA Priorities:

Connect high school to career and college

Problem Statements: Student Learning 4

Strategy 4 Details

Strategy 4: Promote College Night to 11th and 12th graders.

Additional Targeted Support will be provided to current Special Education students and their parents by promoting college, career, military readiness by educating them on their options after high school and increase our school quality status from 21% to 27%.

Strategy's Expected Result/Impact: Increased number of students enrolling in college.

Increased number of Special Education students enrolling in college.

Staff Responsible for Monitoring: Counselors
MLFAC
SPED Coordinator
AVID Teacher

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 4

Strategy 5 Details

Strategy 5: Increase the number of students taking AP courses through recruitment and retention strategies utilizing AP Potential reports.

Strategy's Expected Result/Impact: 5% increase in the number of students taking the classes.

Staff Responsible for Monitoring: AP Teachers

AP Coordinator

Curriculum Director

Counselors

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 4

Strategy 6 Details

Strategy 6: Increase scholarship opportunities for all graduating students by providing information via website, announcements, and emails. Celebrate scholarship awards to promote academic success of HHHS students.

Strategy's Expected Result/Impact: Increased amount of scholarships received by HHHS students.

Staff Responsible for Monitoring: Counselors

TEA Priorities:

Connect high school to career and college

Problem Statements: Student Learning 4

Strategy 7 Details

Strategy 7: CTE teachers at HHHS will employ best practices in CTE courses such as creating hands-on learning experiences for students that will prepare them for real-world applications of their learning.

Strategy's Expected Result/Impact: Classroom observation data trends will reveal increased use of best instructional strategies in the CTE classroom.

Staff Responsible for Monitoring: Curriculum Director

CTE Teachers

Administration

TEA Priorities:

Connect high school to career and college

Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 1, 2, 6, 8

Funding Sources: Instructional Supplies for CTE Students - 163 - Career & Technical Education (CTE) - 163.11.6399.00.007.22.000 - \$44,000, Technology for CTE students - 163 - Career & Technical Education (CTE) - 163.11.6398.00.007.22.000 - \$20,000

Strategy 8 Details

Strategy 8: During the month of January a presentation about STEM for incoming freshman will be held to inform parents and students will about college credit opportunities. Students and parents will receive more in depth information about each STEM plan option.

Strategy's Expected Result/Impact: Increased knowledge and understanding of the STEM path options.

Staff Responsible for Monitoring: Counselors

Director of STEM

Curriculum Director

CCRM Chief

TEA Priorities:

Connect high school to career and college

Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 4 - Perceptions 1

Strategy 9 Details

Strategy 9: Support G/T students by having teachers embed project-based learning in their courses. Students need effective mentoring, access to supplies, and real-world connections in order to create projects aligned with their areas of giftedness, interest, and career path.

Strategy's Expected Result/Impact: Improved G/T student performance in Pre-AP, AP, and dual credit classes, improved G/T student performance on PSAT, AP, TSI exams.

Staff Responsible for Monitoring: Curriculum Director, CIS, teacher leads

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 1, 2

Funding Sources: Instructional supplies for GT project-based learning - 177 - Gifted/Talented - 177.11.6399.00.007.21.000 - \$10,000

Strategy 10 Details

Strategy 10: CTSOs will engage in competitions to help students engage more deeply with their content and practice real-world skills.

Strategy's Expected Result/Impact: More in-depth engagement with real-world skills and CTE content will help increase the CCMR indicators on our campus.

Staff Responsible for Monitoring: Curriculum Director

CTE teachers/CTSO sponsors

Problem Statements: Student Learning 4 - School Processes & Programs 1, 8

Funding Sources: Student Travel to CTSO competitions - 163 - Career & Technical Education (CTE) - 163.36.6412.HL.007.22.000 - \$30,000, Teacher travel to CTSO competitions - 163 - Career & Technical Education (CTE) - 163.13.6411.00.007.22.000 - \$10,000, Dues for CTSOs - 163 - Career & Technical Education (CTE) - 163.36.6495.xx.007.22.xxx - \$1,000

Performance Objective 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 2: Per instructional rounds observation and teacher reports, student engagement is down dramatically from pre-pandemic years. Root Cause: Welcoming back previously virtual students and incorporating them back into a large school community was more difficult than anticipated. |
| Student Learning |
| Problem Statement 4: 90.6% of 2023 graduates are projected to earn their CCMR indicator. Root Cause: While this percentage reflects growth from prior years, there is a lack of campus-wide knowledge about CCMR and the various ways students can demonstrate readiness. |
| School Processes & Programs |
| <p>Problem Statement 1: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. Root Cause: Teachers have historically struggled to give up control and create rigorous enough questions and experiences for students to fully engage in collaboration.</p> <p>Problem Statement 2: Data from Fall 2022 Internal Instructional Rounds and Coaching Walks indicated that in over 50% of observed classrooms, students were in the independent or focused phase of learning. Collaboration and discourse were observed in 50% of classes, but lacked intentionality, depth, and purpose. Root Cause: HHHS teachers may need more training on how to implement productive group work with academic vocabulary.</p> <p>Problem Statement 4: Parents of underclassmen and their students do not know about academic programs and opportunities that are available at HHHS. Root Cause: Students/Parents are not informed about various programs and prerequisites at an early stage for their student to meet the requirements for the programs.</p> <p>Problem Statement 6: Internal Instructional Rounds data showed that students still need to engage in academic discourse at higher cognitive levels. Root Cause: HHHS teachers may need more training to help students understand what they need to do to think and discuss at higher levels.</p> <p>Problem Statement 8: CTE programs require significant resource investment to provide the real-world classroom and travel experiences associated with these courses and related student organizations (CTSOs).</p> |
| Perceptions |
| Problem Statement 1: Parents frequently request information on how to support their students in academics and four-year/futures planning. Root Cause: Parents are not familiar with virtual learning platforms, technology, and CCMR standards so that they can adequately support their students with homework, four-year-plans, etc. |

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

Performance Objective 1: To continuously implement professional development programs which improve 100% of teacher growth in the areas of GRR, classroom management, differentiated instruction, and improved content rigor (especially math and science). We will disaggregate all student needs by using multiple measures of student data and plan the professional development accordingly throughout the school year.

Evaluation Data Sources: PLC Agendas, Professional development records, Walk-throughs, common assessment data and formative/summative

| Strategy 1 Details |
|--|
| <p>Strategy 1: Maximize PLC time so that teachers can use data effectively for driving instruction and selecting best practices to target student needs.</p> <p>Strategy's Expected Result/Impact: Student success needs to be consistently tracked in PLCs. Bridged gaps from learning, improved EOC scores and student passing rates in core classes.</p> <p>Staff Responsible for Monitoring: Teachers, Teacher Leaders Curriculum Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1, 2, 3</p> |

Strategy 2 Details

Strategy 2: Staff will attend professional development training including but not limited to training for Visible Learners (Corwin), Dufour PLC Conference, Solution Tree Response to Intervention, Lead4Ward and content specific PD targeting the needs of At Risk learners. ESL teacher and administrator will attend SIOP training to better support ESL students in their immersive environment. Staff will also participate in virtual professional development focused on meeting the needs of at-risk students and bridging achievement gaps. Admin staff will support teachers in and monitor implementation of strategies learned in these trainings.

Strategy's Expected Result/Impact: Teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.

Staff Responsible for Monitoring: Principal, Curriculum Director, Administrative Staff, All Teachers, and SPED teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 2, 3, 7

Funding Sources: Teacher Training and Travel - PD supporting the needs of At Risk Learners - 166 - State Comp Ed - 166.13.6411.00.007.24.AR0 - \$15,000, Admin Training and Travel-DuFour, Solution Tree, Visible Learning - 166 - State Comp Ed - 166.23.6411.00.007.24.AR0 - \$5,820, Supplemental training for ELL teacher and coordinator on SIOP strategies - 263 - ESEA, Title III Part A - 263.13.6299.LE.007.20.000 - \$1,375, Substitutes for teachers of at-risk students to attend professional development - 166 - State Comp Ed - 166.11.6116.00.007.24.AR0 - \$6,000

Strategy 3 Details

Strategy 3: In PLCs teacher leaders and core teachers will read, discuss, analyze, and reflect and put into practice the important aspects of "Developing Assessment Capable Visible Learners", "Better Learning Through Structure Teacher" by Douglas Fisher or "Kagan Cooperative learning" by Kagan which can directly impact instruction and at-risk student success.

Strategy's Expected Result/Impact: Increase student achievement.

Teachers increasing rigor in the classroom.

Staff Responsible for Monitoring: Teacher Leaders

Teachers

Admin Staff

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 2

Funding Sources: PLC/Book Study Reading Materials - 166 - State Comp Ed - 166.13.6329.00.007.24.AR0 - \$500

Strategy 4 Details

Strategy 4: Provide meetings for the new teachers once a month to support them in best practices implementation, technology use, special programs facilitation, and any other needs they identify.

Strategy's Expected Result/Impact: Increase skill set of new teachers and see increase in implemented strategies.

Staff Responsible for Monitoring: Curriculum Director
Campus Instructional Specialist Teacher Leaders

TEA Priorities:

Recruit, support, retain teachers and principals

-

Problem Statements: Demographics 2 - School Processes & Programs 1, 2

Strategy 5 Details

Strategy 5: Provide professional development training that will focus on the unique needs of GT students.

Strategy's Expected Result/Impact: Teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.

Staff Responsible for Monitoring: Principal
Curriculum Director
Curriculum Instructional Specialist

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - School Processes & Programs 1, 2

Funding Sources: Teacher Training for G/T students: APSIs, etc. - 177 - Gifted/Talented - 177.13.6411.00.007.21.000 - \$25,000

Strategy 6 Details

Strategy 6: Teachers of GT students will incorporate best practice, research-based instructional strategies in classes and will apply strategies learned during professional development. Data will be used to plan lessons at the appropriate level of depth and complexity for TEKS in order to increase the number of students who master content on EOC exams.

Staff Responsible for Monitoring: Curriculum Director
Campus Instructional Specialist

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 1, 2

Funding Sources: Instructional Supplies for GT Instruction - 177 - Gifted/Talented - 177.11.6399.00.007.21.000 - \$2,575, Technology for GT Instruction - 177 - Gifted/Talented - 177.11.6398.00.007.21.000 - \$10,000

Strategy 7 Details

Strategy 7: Provide support for 9th grade students by teaching students time management and organizational skills. Provide teachers, students and parents with opportunities to learn strategies for success and create a time for parents to learn about programs and opportunities available at HHHS.

Strategy's Expected Result/Impact: Decrease in failure rates for freshmen students, bridging of gaps created from blended and remote learning.

Staff Responsible for Monitoring: Curriculum Director
Curriculum Instructional Specialist
RTI PLC
Teacher Leaders

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: School Processes & Programs 4 - Perceptions 1, 3

Strategy 8 Details

Strategy 8: Provide professional development training (in-person and/or virtually) that will focus on the unique needs of CTE students.

Strategy's Expected Result/Impact: CTE teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.

Staff Responsible for Monitoring: Principal

Curriculum Director

Curriculum Instructional Specialist

CTE Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 4 - School Processes & Programs 1, 2, 8

Funding Sources: Teacher travel for CTE PD - 163 - Career & Technical Education (CTE) - 163.13.6411.00.007.22.000 - \$10,000, CTE Professional Development - 163 - Career & Technical Education (CTE) - 163.13.6299.00.007.22.000 - \$5,000

Strategy 9 Details

Strategy 9: CTE teachers will plan and implement field based experiences to local colleges, CTSO competitions etc. to provide students with first hand experience with in the CTE field of study.

Strategy's Expected Result/Impact: Increased enrollment in CTE courses. Increased student success in all CTE Courses
Increased CCMR

Staff Responsible for Monitoring: CTE teachers

Principal

Curriculum Director

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Per instructional rounds observation and teacher reports, student engagement is down dramatically from pre-pandemic years. **Root Cause:** Welcoming back previously virtual students and incorporating them back into a large school community was more difficult than anticipated.

Student Learning

Problem Statement 1: Students in special populations such as SPED, Emergent Bilingual, and economically disadvantaged, are performing below their peers on state assessments. **Root Cause:** These subgroups were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

Student Learning

Problem Statement 3: Preliminary data shows that 28% of students did not approach grade level in Algebra I, 18% and 20% did not meet grade level in English I and II respectively, 7% did not meet grade level in Biology, and 6% did not meet grade level in US History.

Problem Statement 4: 90.6% of 2023 graduates are projected to earn their CCMR indicator. **Root Cause:** While this percentage reflects growth from prior years, there is a lack of campus-wide knowledge about CCMR and the various ways students can demonstrate readiness.

School Processes & Programs

Problem Statement 1: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause:** Teachers have historically struggled to give up control and create rigorous enough questions and experiences for students to fully engage in collaboration.

Problem Statement 2: Data from Fall 2022 Internal Instructional Rounds and Coaching Walks indicated that in over 50% of observed classrooms, students were in the independent or focused phase of learning. Collaboration and discourse were observed in 50% of classes, but lacked intentionality, depth, and purpose. **Root Cause:** HHHS teachers may need more training on how to implement productive group work with academic vocabulary.

Problem Statement 3: PLC Leaders, Department Heads, and Campus Administrators observed that the PLCs use data from common formative assessments less than 50% of the time to drive instruction. **Root Cause:** Departments focus more on summative data verses looking at formative data during the allotted PLC time.

Problem Statement 4: Parents of underclassmen and their students do not know about academic programs and opportunities that are available at HHHS. **Root Cause:** Students/Parents are not informed about various programs and prerequisites at an early stage for their student to meet the requirements for the programs.

Problem Statement 7: There is a need for teachers and campus leaders to be trained and have the flexibility to address future challenges in maintaining high expectations for student achievement.

Problem Statement 8: CTE programs require significant resource investment to provide the real-world classroom and travel experiences associated with these courses and related student organizations (CTSOs).

Perceptions

Problem Statement 1: Parents frequently request information on how to support their students in academics and four-year/futures planning. **Root Cause:** Parents are not familiar with virtual learning platforms, technology, and CCMR standards so that they can adequately support their students with homework, four-year-plans, etc.

Problem Statement 3: Parent feedback indicates that they do not always get notification of student academic issues in a timely manner so that they can help intervene. **Root Cause:** Academic feedback can come from: HAC, teacher email/phone call, student communication, Schoology, counselors, APs, etc. Lack of a consistent notification system or updated contact info could be part of the problem.

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

Performance Objective 1: By the end of the 2024 school year, our goal is to boost parent and community participation in SBDM meetings, parent conferences, and digital communications by 20%, as measured through active participation in SBDM and PULSE meetings, positive responses to surveys, and active electronic media engagement.

Evaluation Data Sources: The automated call system will be used on a regular basis to inform parents of any events, distributions, or incidents occurring at Harker Heights High School. Remind 101 will be utilized to alert them of important dates and reminders. In addition, a calendar will be passed out to students and parents and posted on our website that includes academic dates and events for our campus.

| Strategy 1 Details |
|--|
| <p>Strategy 1: Automated call system will be used by Harker Heights High School administrators to notify parents about progress reports, report cards, and other important events at HHHS.</p> <p>Strategy's Expected Result/Impact: Parent response to our automated call system about progress reports, report cards, and other important events at HHHS, increased participation in extracurricular events as a result of increased communication</p> <p>Staff Responsible for Monitoring: Curriculum Director</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 4 - Perceptions 1, 2, 3</p> |
| Strategy 2 Details |
| <p>Strategy 2: Harker Heights High School administration will participate in a collaborative communication process to increase the number of informed students and families about school events such as Open House. The methods of communication will include the district web page, campus web page, Channel 17, Killeen Daily Herald, Schoology, the Harker Heights Evening Star and the campus newsletter.</p> <p>Strategy's Expected Result/Impact: Increased media exposure about activities and celebrations will contribute to a positive outlook towards HHHS from the community, which will result in increased participation and community support.</p> <p>Staff Responsible for Monitoring: Curriculum Director Student Activities Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Perceptions 2</p> |

Strategy 3 Details

Strategy 3: Student 2 Student organization to help new students make the transitioning to HHHS easier and more pleasant.

Strategy's Expected Result/Impact: Repeated national recognition as the number one "S2S" organization in the nation
Positive feedback from and integration of new students to HHHS

Staff Responsible for Monitoring: Club Sponsor and Student Activities

TEA Priorities:

Connect high school to career and college

Problem Statements: Perceptions 1, 2

Strategy 4 Details

Strategy 4: Harker Heights High School will use various marketing strategies to increase communication, promotion, participation, and recognition of academic programs, college events, and club/organizations.

Strategy's Expected Result/Impact: Increased participation and feedback from students of promoted academic events on campus.

Staff Responsible for Monitoring: Student Activities Director

TEA Priorities:

Connect high school to career and college

Problem Statements: Perceptions 2

Strategy 5 Details

Strategy 5: Utilize Knightly News and year-long calendar to provide parents, teachers, and students a central location for information about Harker Heights High School events.

Strategy's Expected Result/Impact: Increased attendance at events, informative weekly update increases student and staff morale

Staff Responsible for Monitoring: Student Activities Director

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Perceptions 1, 2

Strategy 6 Details

Strategy 6: The ELL teacher will host a parent night to guide parents in supporting their ELLs and make them aware of available resources. Topics discussed will include: EOCs, preparing for college, connecting families to community resources, providing strategies for building language skills at home, etc.

Strategy's Expected Result/Impact: ELL performance will improve with increased collaboration between school and home.

Staff Responsible for Monitoring: Principal Curriculum Director

Department Principal

CIS

ELL Teacher

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 4 - Perceptions 1, 3

Funding Sources: Instructional supplies for Parent Night (Paper, pencils, notebooks) - 263 - ESEA, Title III Part A - 263.61.6399.LE.007.25.000 - \$500

Strategy 7 Details

Strategy 7: HHHS will hold parent education and engagement nights in order to give parents strategies and information needed to support students in CCMR, technology, organizational strategies, time management strategies, etc.

Strategy's Expected Result/Impact: Parents will be better able to support their students in achieving their goals, and parents and students will be better prepared to work together on virtual learning in the event of another shutdown.

Staff Responsible for Monitoring: Principal

Curriculum Director

CIS

Department Principals

Teacher Leaders

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: School Processes & Programs 4 - Perceptions 1, 3

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The latest data available shows that the student population is 60% at-risk, 32% economically disadvantaged, and 29% SPED/504. These populations are especially vulnerable to the gaps in educational equity that still linger in the aftermath of the COVID-19 shutdown and year of virtual/blended learning. **Root Cause:** Students in these populations have limited exposure to resources outside of school. Campus, district and community resources could be utilized more effectively to meet this need.

Student Learning

Problem Statement 1: Students in special populations such as SPED, Emergent Bilingual, and economically disadvantaged, are performing below their peers on state assessments. **Root Cause:** These subgroups were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

Problem Statement 2: The most recent disaggregated English I EOC STAAR results show only 29% of special education students, 58% of economically disadvantaged students, and 39% of EB students were successful on the English I EOC. This dip demonstrates that differentiation attempts have not been adequate.

School Processes & Programs

Problem Statement 4: Parents of underclassmen and their students do not know about academic programs and opportunities that are available at HHHS. **Root Cause:** Students/Parents are not informed about various programs and prerequisites at an early stage for their student to meet the requirements for the programs.

Perceptions

Problem Statement 1: Parents frequently request information on how to support their students in academics and four-year/futures planning. **Root Cause:** Parents are not familiar with virtual learning platforms, technology, and CCMR standards so that they can adequately support their students with homework, four-year-plans, etc.

Problem Statement 2: 50% or less of our student body attended school events such as athletics, Fine Arts, UIL academic meets, and pep rallies prior to the COVID-19 shutdown. **Root Cause:** Students are not attending events because they are not connected to campus through a club/organization or extra-curricular activity; this kind of community building will be increasingly difficult with the advent of virtual learning and the ongoing pandemic.

Problem Statement 3: Parent feedback indicates that they do not always get notification of student academic issues in a timely manner so that they can help intervene. **Root Cause:** Academic feedback can come from: HAC, teacher email/phone call, student communication, Schoology, counselors, APs, etc. Lack of a consistent notification system or updated contact info could be part of the problem.

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

Performance Objective 2: Create ways to have community get-togethers once every nine weeks to keep the community informed about what is happening at HHHS.

Evaluation Data Sources: Community awareness and involvement with HHHS. Updating the local Chamber on events happening at HHHS and partnering to foster relationships between the community and the school. Students will sign up for volunteer opportunities through Student Activities for events in the community.

| Strategy 1 Details |
|--|
| <p>Strategy 1: Present KISD Board Awards to students and invite the students' family members to observe the recognition</p> <p>Strategy's Expected Result/Impact: Recognition by the KISD Board of Trustees of student achievement to the community of any student achieving Regional, State, or National recognition in any sport or extracurricular activity</p> <p>Staff Responsible for Monitoring: Student Activities Office</p> <p>Problem Statements: Perceptions 2</p> |
| Strategy 2 Details |
| <p>Strategy 2: City of Killeen Youth Conference; Leadership Conferences and Participation</p> <p>Strategy's Expected Result/Impact: Student and community involvement will be stronger because students will have been exposed to and enlightened on youth leadership, volunteer work, and community involvement. Interaction with city officials will help to build a relationship between the community and HHHS students.</p> <p>Staff Responsible for Monitoring: Student rep, City of Killeen, Brenda Smith, KISD Volunteer Office and Student Activities Office</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Perceptions 2</p> |
| Strategy 3 Details |
| <p>Strategy 3: Partner with Rotary Club to recognize student of the semester(two times a year)</p> <p>Strategy's Expected Result/Impact: Increase interactions of HHHS and the community.</p> <p>Staff Responsible for Monitoring: Student Activities Office</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Perceptions 2</p> |

Strategy 4 Details

Strategy 4: Students will participate in Knights of the Round Table allowing the school to partner with the City of Harker Heights to bring activities to the school and the community.

Strategy's Expected Result/Impact: Increase opportunities for students to participate in the community.

Staff Responsible for Monitoring: Student Activities Office and Counselors

TEA Priorities:

Connect high school to career and college

Problem Statements: Perceptions 2

Strategy 5 Details

Strategy 5: Students will participate in Superintendent's Advisory Council to provide updates to the KISD Superintendent.

Strategy's Expected Result/Impact: Provide a reciprocal relationship between students and district administration for transparency and needs.

Staff Responsible for Monitoring: Student Activities Coordinator

TEA Priorities:

Connect high school to career and college

Problem Statements: Perceptions 2

Strategy 6 Details

Strategy 6: Students will be encouraged to participate in community service activities through memberships in campus-based organizations and clubs.

Strategy's Expected Result/Impact: Increase number of students participating in campus based service organizations and list of service activities.

Staff Responsible for Monitoring: Student Activities Director
Organization and club sponsors

TEA Priorities:

Connect high school to career and college

Problem Statements: Perceptions 2

Strategy 7 Details

Strategy 7: Leadership Vision XXI - Leadership program with the Chamber of Commerce to promote leadership in different aspects of the community.

Strategy's Expected Result/Impact: Increased number of students participating in community events and partnerships

Staff Responsible for Monitoring: Student Activities Coordinator
City of HH Chamber of Commerce

TEA Priorities:

Connect high school to career and college

Problem Statements: Perceptions 2

Performance Objective 2 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 2: 50% or less of our student body attended school events such as athletics, Fine Arts, UIL academic meets, and pep rallies prior to the COVID-19 shutdown.</p> <p>Root Cause: Students are not attending events because they are not connected to campus through a club/organization or extra-curricular activity; this kind of community building will be increasingly difficult with the advent of virtual learning and the ongoing pandemic.</p> |

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

Performance Objective 1: To enhance the social-emotional well-being of all students by implementing a school-wide social-emotional learning (SEL) curriculum, conducting regular restorative practices activities, and promoting a zero-tolerance policy for bullying. The effectiveness of these measures will be assessed through a 10% decrease in reported social conflict incidents and a 15% increase in positive feedback on student culture surveys.

Evaluation Data Sources: Train teachers and staff to recognize, report, and stop bullying inside and outside of the classroom. Teachers and staff will report suspicious persons or activities immediately.

| Strategy 1 Details |
|--|
| <p>Strategy 1: Teachers have duty stations before school, lunch time, and after school along with administrative staff to monitor the students and potential visitors for the prevention of violence and other SCOC violations.</p> <p>Strategy's Expected Result/Impact: This will allow for continual evaluation on the needs of students through these duty stations before school, at lunch and after school to best achieve a safe school. Any suspicious activity reported immediately resulting in fewer serious incidents during the school year.</p> <p>Staff Responsible for Monitoring: HHHS Staff</p> <p>Problem Statements: Perceptions 4</p> |
| Strategy 2 Details |
| <p>Strategy 2: Presentation on Respect for Others through the World Geography and World History classes.</p> <p>Strategy's Expected Result/Impact: Fewer incidents of bullying, open conversations about peers, reduction in violence.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Problem Statements: Perceptions 4</p> |
| Strategy 3 Details |
| <p>Strategy 3: All visitors will check in at the front office and receive a visitor's badge; a specific purpose for the visit must be established in order to prevent potential violence. Additionally, every adult in the building will challenge any person observed not wearing the proper ID.</p> <p>Strategy's Expected Result/Impact: All visitors will be greeted cordially and checked for a visitor's pass and directed to the front office if proper ID not observed.</p> <p>Staff Responsible for Monitoring: HHHS Staff</p> <p>Problem Statements: Perceptions 4</p> |

| Strategy 4 Details |
|--|
| <p>Strategy 4: Promote and support Crime Stoppers on campus for the prevention and punishment of violence and other crimes.</p> <p>Strategy's Expected Result/Impact: Reduction of crime on campus.</p> <p>Staff Responsible for Monitoring: Campus Police, Administration Staff, and HHHS Staff</p> <p>Problem Statements: Perceptions 4</p> |
| Strategy 5 Details |
| <p>Strategy 5: Continued use of 109 high resolution cameras to monitor student activity (violence and other SCOC violations) in hallways, stairwells and campus exterior perimeter.</p> <p>Strategy's Expected Result/Impact: Decreased number of thefts, assaults, and petty crimes.</p> <p>Staff Responsible for Monitoring: Campus Police and Administration Staff</p> <p>Problem Statements: Perceptions 4</p> |
| Strategy 6 Details |
| <p>Strategy 6: Red Ribbon week to make students aware of the dangers of drug use.</p> <p>Strategy's Expected Result/Impact: Students talking to their peers during lunch to educate them on the dangers of drug use. Awareness week with different events and themes each day.</p> <p>Staff Responsible for Monitoring: Activities Director</p> <p>Problem Statements: Perceptions 4</p> |
| Strategy 7 Details |
| <p>Strategy 7: Provide access to Bully Reporter to report bullying conflicts and incidents of violence among students and track trends among students.</p> <p>Strategy's Expected Result/Impact: Increase use of bully reporter. Decrease incidences of bullying.</p> <p>Staff Responsible for Monitoring: Discipline Assistant Principals</p> <p>Problem Statements: Perceptions 4</p> |

Strategy 8 Details

Strategy 8: Harker Heights High School is committed to creating a positive work environment for the staff of the high school by holding elections for positions such as campus representatives on the District Employee Advocacy Committee. Through this committee, teachers have a peer representative to voice their concerns over policy, conduct, and employee relations not only at the campus level but also on the district level.

Strategy's Expected Result/Impact: Teachers will develop stronger peer relationships resulting in a positive work environment, which will directly affect the educational experiences of their students.

Staff Responsible for Monitoring: DEAC Committee Member and Administrative Representative

Problem Statements: Perceptions 4

Strategy 9 Details

Strategy 9: Teachers will implement Restorative Practices in order to prioritize building strong relationships with students and creating a positive climate.

Strategy's Expected Result/Impact: Improved staff/student relationships should result in reduced behavior incidents.

Staff Responsible for Monitoring: Principal

Assistant Principals

Teacher Leaders

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 4

Strategy 10 Details

Strategy 10: Intervention staff will provide at-risk students with positive behavior and social emotional learning lessons such as "Character Counts" during pull-out interventions one day per week.

Strategy's Expected Result/Impact: Discipline referrals will decrease by 20% among the at-risk population.

Staff Responsible for Monitoring: Discipline Assistant Principals

Intervention Team

Curriculum Director

Problem Statements: Perceptions 4

Funding Sources: Curriculum materials for at-risk students to focus on positive behavior and SEL curriculum such as Character Counts - 166 - State Comp Ed - 166.11.6329.00.007.24.AR0 - \$1,500

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Per instructional rounds observation and teacher reports, student engagement is down dramatically from pre-pandemic years. **Root Cause:** Welcoming back previously virtual students and incorporating them back into a large school community was more difficult than anticipated.

Perceptions

Problem Statement 4: Safety is a huge priority at HHHS. Administrators address: building security, student behavior, potential natural disasters, issues related to preventing the spread of infectious disease, and other safety concerns. **Root Cause:** So many factors related to safety are outside leadership control, so it is crucial to have strong systems for preventing safety issues and responding swiftly and effectively to concerns.

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

Performance Objective 2: Promote school safety through monthly drills on how to respond to emergencies.

Evaluation Data Sources: Train staff and students on safety precautions and procedures in the event of an emergency.

| Strategy 1 Details |
|---|
| Strategy 1: Conduct monthly fire drills Strategy's Expected Result/Impact: Observe and strive to evacuate the building under three minutes in a safe and orderly manner. Staff Responsible for Monitoring: HHHS Staff & Assistant Principals Problem Statements: Perceptions 4 |
| Strategy 2 Details |
| Strategy 2: Conduct bi-annual tornado drills to ensure students and staff are aware of proper procedures in the event of a tornado. Strategy's Expected Result/Impact: Observe and determine if all students and HHHS staff know the areas of safety and the safety procedures in case of a tornado. Staff Responsible for Monitoring: HHHS Staff & Assistant Principals Problem Statements: Perceptions 4 |
| Strategy 3 Details |
| Strategy 3: Conduct monthly lock-down drills to ensure student and staff are aware of proper procedures in the event of a campus lock-down. Strategy's Expected Result/Impact: Observe and determine if all students and HHHS staff know the areas of safety and the safety procedures in case of a campus lock-down. Staff Responsible for Monitoring: HHHS Staff & Assistant Principals Problem Statements: Perceptions 4 |
| Strategy 4 Details |
| Strategy 4: All visitors enter through safety vestibule to check-in at the front office to receive a visitor's badge. Strategy's Expected Result/Impact: All visitors check in at the Front Office and wear an official visitor's badge; this will be visible and staff will notify administration or campus police when they observe visitors without a badge. Staff Responsible for Monitoring: HHHS Staff Front Office Secretary Problem Statements: Perceptions 4 |

Performance Objective 2 Problem Statements:

| Perceptions |
|--|
| Problem Statement 4: Safety is a huge priority at HHHS. Administrators address: building security, student behavior, potential natural disasters, issues related to preventing the spread of infectious disease, and other safety concerns. Root Cause: So many factors related to safety are outside leadership control, so it is crucial to have strong systems for preventing safety issues and responding swiftly and effectively to concerns. |

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

Performance Objective 1: Harker Heights High School has a commitment to monitor and improve the efficiency of its resource allocation by implementing quarterly resource audits.

Evaluation Data Sources: Harker Heights High School will annually review our campus performance through our campus committees to evaluate the implemented initiatives throughout the school year.

| Strategy 1 Details |
|--|
| <p>Strategy 1: SBDM Committee will collaborate in the evaluation process of our Campus Improvement Plan annually. The committee will submit feedback to the campus on how well we are utilizing our resources to accomplish our goals and areas that have become a concern.</p> <p>Strategy's Expected Result/Impact: The Committee through their feedback will help our campus continue to implement and assess the needs of the campus to ensure the campus is maximizing resources to create a positive educational experience for the students who attend Harker Heights High School.</p> <p>Staff Responsible for Monitoring: Principal SBDM Committee Curriculum Director</p> <p>Problem Statements: Student Learning 1, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4</p> |
| Strategy 2 Details |
| <p>Strategy 2: Increase the number of students with access to technology through the BYOD policy to enhance the educational atmosphere throughout the campus.</p> <p>Strategy's Expected Result/Impact: The BYOD will foster a positive educational experience that meets the needs of the 21st Century Learner.</p> <p>Staff Responsible for Monitoring: Administrative Staff, Teaching Staff, and Technologist</p> <p>Problem Statements: School Processes & Programs 5</p> |
| Strategy 3 Details |
| <p>Strategy 3: Maintenance Facilities Improvement Committee (MFIC) will assess the needs of classrooms as well as extracurricular and communal spaces to accommodate the growing needs of campus life.</p> <p>Strategy's Expected Result/Impact: Campus is meeting the needs of the student population.</p> <p>Staff Responsible for Monitoring: MFIC members and SBDM</p> <p>Problem Statements: Perceptions 4</p> |

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students in special populations such as SPED, Emergent Bilingual, and economically disadvantaged, are performing below their peers on state assessments. **Root Cause:** These subgroups were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

Problem Statement 3: Preliminary data shows that 28% of students did not approach grade level in Algebra I, 18% and 20% did not meet grade level in English I and II respectively, 7% did not meet grade level in Biology, and 6% did not meet grade level in US History.

Problem Statement 4: 90.6% of 2023 graduates are projected to earn their CCMR indicator. **Root Cause:** While this percentage reflects growth from prior years, there is a lack of campus-wide knowledge about CCMR and the various ways students can demonstrate readiness.

Problem Statement 5: For the 2023 school year, 161 students are projected to be behind in credits.

School Processes & Programs

Problem Statement 1: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause:** Teachers have historically struggled to give up control and create rigorous enough questions and experiences for students to fully engage in collaboration.

Problem Statement 2: Data from Fall 2022 Internal Instructional Rounds and Coaching Walks indicated that in over 50% of observed classrooms, students were in the independent or focused phase of learning. Collaboration and discourse were observed in 50% of classes, but lacked intentionality, depth, and purpose. **Root Cause:** HHHS teachers may need more training on how to implement productive group work with academic vocabulary.

Problem Statement 3: PLC Leaders, Department Heads, and Campus Administrators observed that the PLCs use data from common formative assessments less than 50% of the time to drive instruction. **Root Cause:** Departments focus more on summative data verses looking at formative data during the allotted PLC time.

Problem Statement 4: Parents of underclassmen and their students do not know about academic programs and opportunities that are available at HHHS. **Root Cause:** Students/Parents are not informed about various programs and prerequisites at an early stage for their student to meet the requirements for the programs.

Problem Statement 5: Student technology device demand exceeds our current inventory. There is insufficient technology on campus for students to use for creative & inventive endeavors or for virtual learning if the need arises again. **Root Cause:** Resources for certain technology needs for the campus are not always available.

Problem Statement 6: Internal Instructional Rounds data showed that students still need to engage in academic discourse at higher cognitive levels. **Root Cause:** HHHS teachers may need more training to help students understand what they need to do to think and discuss at higher levels.

Problem Statement 7: There is a need for teachers and campus leaders to be trained and have the flexibility to address future challenges in maintaining high expectations for student achievement.

Problem Statement 8: CTE programs require significant resource investment to provide the real-world classroom and travel experiences associated with these courses and related student organizations (CTSOs).

Perceptions

Problem Statement 1: Parents frequently request information on how to support their students in academics and four-year/futures planning. **Root Cause:** Parents are not familiar with virtual learning platforms, technology, and CCMR standards so that they can adequately support their students with homework, four-year-plans, etc.

Problem Statement 2: 50% or less of our student body attended school events such as athletics, Fine Arts, UIL academic meets, and pep rallies prior to the COVID-19 shutdown. **Root Cause:** Students are not attending events because they are not connected to campus through a club/organization or extra-curricular activity; this kind of community building will be increasingly difficult with the advent of virtual learning and the ongoing pandemic.

Problem Statement 3: Parent feedback indicates that they do not always get notification of student academic issues in a timely manner so that they can help intervene. **Root Cause:** Academic feedback can come from: HAC, teacher email/phone call, student communication, Schoology, counselors, APs, etc. Lack of a consistent notification system or updated contact info could be part of the problem.

Perceptions

Problem Statement 4: Safety is a huge priority at HHHS. Administrators address: building security, student behavior, potential natural disasters, issues related to preventing the spread of infectious disease, and other safety concerns. **Root Cause:** So many factors related to safety are outside leadership control, so it is crucial to have strong systems for preventing safety issues and responding swiftly and effectively to concerns.

2023-2024 SBDM (HS)

| Committee Role | Name | Position |
|-----------------------------|-------------------|--|
| Administrator/Chair | Jorge Soldevila | Principal |
| Classroom Teacher | Christina Johnson | Teacher-English |
| Classroom Teacher | Catina Baldon | Teacher Leader-Math |
| Classroom Teacher | Amy Hampton | Teacher-Social Studies |
| Classroom Teacher | Barton Jacques | Teacher Lead-Science |
| Classroom Teacher | Billy Johnson | SPED Teacher |
| Business Representative | Kelli Beason | Business Representative |
| Community Representative | Kevin Jones | Community Member |
| District-level Professional | Bryan Charlton | District Specialist-At-Risk/Dyslexia/504/Homebound |
| Parent | Jeannette Watson | Parent |
| Parent | x x | Parent |
| Classroom Teacher | Cassandra D'Amore | Teacher-English |
| Classroom Teacher | Andrea Putman | Teacher Lead-Special Education |
| Classroom Teacher | Margaret Landes | Teacher-CTE |
| Classroom Teacher | Veronica Martinez | Teacher-CTE |
| Classroom Teacher | Corie Shine | Teacher-CTE |
| Classroom Teacher | Allyssa Christ | Teacher-AVID |
| Classroom Teacher | Cathy Tollett | Teacher-Interventionist |
| Classroom Teacher | Danny Cranford | Teacher-Interventionist |
| Non-classroom Professional | Wendy Perry | School Counselor |
| Non-classroom Professional | Sherce Hampton | School Counselor (At-Risk) |
| Classroom Teacher | Wendy Bowers | Teacher Leader-Social Studies |
| Classroom Teacher | Shirretha Nelson | Teacher-P.E./Basketball Coach |
| Non-classroom Professional | Ivana Saxon | Student Activities Coordinator |
| Classroom Teacher | Krystal Meredith | Teacher-Math |