

**Killeen Independent School District**  
**Harker Heights High School**  
**2022-2023 Formative Review with Notes**



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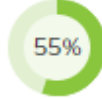
# Goals





**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 school year 2023, student academic achievement indicators in all core content areas (with the exception of US History) will improve by 5% compared with 2022 EOC data. Teachers will use this year's EOC data as well as MAPs, CUAs, and other common assessment data to drive instruction.






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









Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal Department Principals Curriculum Director Teacher leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>Courses with MAPS tests administered those, and teachers of other courses administered and analyzed data from pre-tests.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>  100% </div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> At-risk students will be supported during Power Hour and tutoring through online interventions and opportunities for virtual tutoring and small-group supplemental instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student exposure to technology will generate interest, develop necessary technology skills, and increase engagement in course content.</p> <p><b>Staff Responsible for Monitoring:</b> School Administrators Campus Instructional Specialist Lead Teachers Campus Technologist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Power Hour and before/after school tutoring are in full swing.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Power Hour and before/after school tutoring are in full swing.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will track and monitor the performance of at-risk students to better help them succeed on the Algebra I EOC.</p> <p>At-risk seniors who have been identified as struggling in math will be placed in a College Prep Math course.</p> <p><b>Strategy's Expected Result/Impact:</b> Continue increasing passing rate in all math classes and Algebra I EOC exam. Increase in CCMR indicators</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director Math Lead Teacher All Math Teachers Counselors Board Builder</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Math interventionist and math team lead are coordinating on these efforts.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Math interventionist and math team lead are coordinating on these efforts.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p>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%.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Curriculum Director Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Teachers are tracking tutoring in HERO, and tutoring is available every day by department, either in Power Hour or before/after school.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>Teachers are tracking tutoring in HERO, and tutoring is available every day by department, either in Power Hour or before/after school.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Provide special EOC tutoring prior to the EOC retake dates for all at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students passing their EOC retakes.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director CIS Teacher Leaders Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Interventionists and team leads are collaborating to provide targeted interventions.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>Interventionists and team leads are collaborating to provide targeted interventions.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> CIS Teacher Leaders Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Teachers are using small-group PLC as well as planning days for these purposes.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>Teachers are using small-group PLC as well as planning days for these purposes. They are also using TFAR and will administer interim assessments to allow students practice with the platform.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Existing academic gaps will continue to close; this will be evidenced by academic growth on EOC and CUA exams.</p> <p><b>Staff Responsible for Monitoring:</b> CIS Lead Teachers Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	<div> <div>Nov</div> <div>  15% </div> <div>November Evidence of Progress</div> <div>Teachers leads are planning these and will implement in the spring as EOCs approach.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Teachers leads are planning these and will implement in the spring as EOCs approach.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Special Education Coordinator Curriculum Director ESL teacher CIS Teacher Leaders Department Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 4</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>The at-risk counselor works hard to develop watchlists at the beginning of the school year.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Students will be placed into Credit Recovery lab to regain lost credits.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will regain lost credits and on-time graduation rates will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director Board Builder Counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 7</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>All students eligible for the Credit Recovery lab are scheduled, either in a class period or during zero hour or Power Hour. Several credits have already been recovered.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>All students eligible for the Credit Recovery lab are scheduled, either in a class period or during zero hour or Power Hour. Several credits have already been recovered.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>



Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> English teacher leader English teacher CIS Department Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div>November Evidence of Progress</div> <div>English teachers are using CUAs and Writeable to collect and analyze writing samples appropriate for EOC preparation.</div> </div> <div> <div>Jan</div> <div>  <div>60%</div> </div> <div>January Evidence of Progress</div> <div>English teachers are using CUAs and Writeable to collect and analyze writing samples appropriate for EOC preparation.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 11 Details	Reviews
<p><b>Strategy 11:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div>November Evidence of Progress</div> <div>Teachers were trained on best practices during in-service as well as large-group PLCs. Training is on-going, and the leadership team will gather more data on implementation during spring instructional rounds.</div> </div> <div> <div>Jan</div> <div>  <div>55%</div> </div> <div>January Evidence of Progress</div> <div>Teachers were trained on best practices during in-service as well as large-group PLCs. Training is on-going, and the leadership team will gather more data on implementation during spring instructional rounds.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	











**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 2022-2023 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	Reviews
<p><b>Strategy 1:</b> The ESL teacher will support EB students in their acquisition of English vocabulary through the use of research-based EB strategies such as SIOP. LEP students will be exposed to vocabulary and concepts needed to succeed in core classes.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> ESL teacher Department Principal Curriculum Director</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Strategies are being implemented; some students have even been scheduled into a course specifically for language acquisition.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>Strategies are being implemented; some students have even been scheduled into a course specifically for language acquisition. ESL teacher is training teachers as well.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Use previous EOC and current TELPAS scores to identify needs and focus instruction for the EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> Previously identified gaps will begin to close; this will be evidenced by academic growth on EOC and CUA exams.</p> <p><b>Staff Responsible for Monitoring:</b> ESL teacher Curriculum Director Department Principal Counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	<div> <div>Nov</div> <div>  55% </div> <div>November Evidence of Progress</div> <div>Needs have been identified based on prior year data; interventions are ongoing.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Needs have been identified based on prior year data; interventions are ongoing.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Effectively utilize RTI system and RTI (interventionist) PLC to ensure teachers understand how to best identify and serve students in need of extra support.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> At-Risk Counselor (RTI PLC Lead) Restorative Practices Leader RTI PLC Teacher Leaders Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 8</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Interventionists are currently working with their caseload students and will work toward sharing strategies with teachers.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Interventionists are currently working with their caseload students and will work toward sharing strategies with teachers.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>





Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Provide online test tutorials for SpEd students prior to EOC exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students passing the EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> SPED Coordinator Inclusion Teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 4</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>SPED students have ample access to computer programs for EOC prep. All EOC tested students are piloting online testing through the TFAR system as well as interim assessments.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>SPED students have ample access to computer programs for EOC prep. All EOC tested students are piloting online testing through the TFAR system as well as interim assessments.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Provide remedial reading instruction for the resource and SKILLS students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students passing the core classes and the EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> SPED Coordinator SPED teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 4</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>SPED case managers and self-contained teachers are providing this targeted instruction.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>SPED case managers and self-contained teachers are providing this targeted instruction.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>






Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Monitor the graduation rates of the 2022-2023 cohort group by all sub groups to include Special Education and ESL to address the System Safeguards in the Accountability Summary.</p> <p>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%.</p> <p><b>Strategy's Expected Result/Impact:</b> Previously identified; this will be evidenced by academic growth on EOC and CUA exams.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Registrar Assistant Principals Special Ed Coordinator ELL Teacher RTI PLC Teacher Leaders Counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 4</p>	<div data-bbox="1276 586 2011 992"> <div> <div>Nov</div> <div>  50% </div> </div> <div> <div>Nov</div> <div> <b>November Evidence of Progress</b>  Students in need are receiving additional targeted support under HB4545. </div> </div> <div> <div>Jan</div> <div>  65% </div> </div> <div> <div>Jan</div> <div> <b>January Evidence of Progress</b>  Students in need are receiving additional targeted support under HB4545. </div> </div> <div> <div>Mar</div> <div> <b>March Evidence of Progress</b> </div> </div> <div> <div>June</div> <div> <b>June Evidence of Progress</b> </div> </div> </div>
<div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div>	





**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.




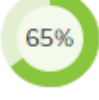




Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> PSAT, SAT and ACT, and TSI Boot Camps and AP tutorials will be provided for all students interested in the program by campus teachers who have been trained; the desired effects will be increased participation in Boot Camps as well as improved scores.</p> <p><b>Strategy's Expected Result/Impact:</b> SAT, ACT, and AP scores with a 3% percent improvement in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Boot camps are either provided by district or are in the planning stages.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve retention and success rates of the AVID students in advanced classes.</p> <p><b>Staff Responsible for Monitoring:</b> RTI PLC Curriculum Director Department Principal AVID Coordinator/AVID Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> AVID strategies have been presented multiple times to staff with more training and observation opportunities to come.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> AVID strategies have been presented multiple times to staff with more training and observation opportunities to come.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students enrolling in college.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, AVID teachers, and HHHS teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<div> <div>Nov</div> <div>  100% </div> </div> <div> <div>Jan</div> <div>  100% </div> </div> <div> <div>Mar</div> <div>  100% </div> </div> <div> <div>June</div> <div></div> </div> <div> <div>November Evidence of Progress</div> <p>This presentation was held.</p> <div>January Evidence of Progress</div> <div>March Evidence of Progress</div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Promote College Night to 11th and 12th graders.</p> <p>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%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students enrolling in college.</p> <p>Increased number of Special Education students enrolling in college.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors MLFAC SPED Coordinator AVID Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 6</p>	<div> <div>Nov</div> <div>  40% </div> </div> <div> <div>Jan</div> <div>  70% </div> </div> <div> <div>Mar</div> <div></div> </div> <div> <div>June</div> <div></div> </div> <div> <div>November Evidence of Progress</div> <p>CCMR conversations are ongoing with all students, and SPED staff will continue to work closely with counselors and registrar to ensure that graduation codes are correct and transition plans are in effect.</p> <div>January Evidence of Progress</div> <p>CCMR conversations are ongoing with all students, and SPED staff will continue to work closely with counselors and registrar to ensure that graduation codes are correct and transition plans are in effect.</p> <div>March Evidence of Progress</div> <div>June Evidence of Progress</div> </div>

Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Increase the number of students taking AP courses through recruitment and retention strategies utilizing AP Potential reports.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in the number of students taking the classes.</p> <p><b>Staff Responsible for Monitoring:</b> AP Teachers AP Coordinator Curriculum Director Counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<div> <div>Nov</div> <div>  65% </div> <div>November Evidence of Progress</div> <div>Course selection is nearly complete; counselors and AP teachers worked together for recruitment.</div> </div> <div> <div>Jan</div> <div>  75% </div> <div>January Evidence of Progress</div> <div>Course selection is nearly complete; counselors and AP teachers worked together for recruitment.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased amount of scholarships received by HHHS students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	<div> <div>Nov</div> <div>  45% </div> <div>November Evidence of Progress</div> <div>Scholarship information is readily available; counselors work with the Central Texas Scholarship Lady to get and disseminate as much information as possible.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>Scholarship information is readily available; counselors work with the Central Texas Scholarship Lady to get and disseminate as much information as possible. Scholarship awards celebrations will begin soon.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom observation data trends will reveal increased use of best instructional strategies in the CTE classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director CTE Teachers Administration</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 9</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>CTE teachers continue to plan for and implement hands-on, relevant lessons for students.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>CTE teachers continue to plan for and implement hands-on, relevant lessons for students.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge and understanding of the STEM path options.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Director of STEM Curriculum Director CCRM Chief</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>One STEM parent night was already held, and there will be another one in the spring.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>One STEM parent night was already held, and there will be another one in the spring.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>









Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved G/T student performance in Pre-AP, AP, and dual credit classes, improved G/T student performance on PSAT, AP, TSI exams.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, CIS, teacher leads</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 6</p>	<div> <div>Nov</div> <div>  <div>40%</div> </div> <div>November Evidence of Progress</div> <div>Teachers of upper-level courses continue to plan and implement lessons with hands-on components and real-world applications.</div> </div> <div> <div>Jan</div> <div>  <div>75%</div> </div> <div>January Evidence of Progress</div> <div>Teachers of upper-level courses continue to plan and implement lessons with hands-on components and real-world applications.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> CTSOs will engage in competitions to help students engage more deeply with their content and practice real-world skills.</p> <p><b>Strategy's Expected Result/Impact:</b> More in-depth engagement with real-world skills and CTE content will help increase the CCMR indicators on our campus.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director CTE teachers/CTSO sponsors</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 9</p>	<div> <div>Nov</div> <div>  <div>45%</div> </div> <div>November Evidence of Progress</div> <div>CTSOs are up and running and already beginning to participate in competitions.</div> </div> <div> <div>Jan</div> <div>  <div>65%</div> </div> <div>January Evidence of Progress</div> <div>CTSOs are up and running and already beginning to participate in competitions.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  <div>0%</div> </div> <div>No Progress</div> </div> <div> <div>  <div>100%</div> </div> <div>Accomplished</div> </div> <div> <div>  </div> <div>Continue/Modify</div> </div> <div> <div>  </div> <div>Discontinue</div> </div>	





**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	Reviews
<p><b>Strategy 1:</b> Maximize PLC time so that teachers can use data effectively for driving instruction and selecting best practices to target student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers, Teacher Leaders Curriculum Director</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1, 2, 3, 8</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Teachers meet on scheduled PLC days and, in many cases, more frequently. PLC agendas and planning day activities are submitted to department principals for review.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>Teachers meet on scheduled PLC days and, in many cases, more frequently. PLC agendas and planning day activities are submitted to department principals for review.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Curriculum Director, Administrative Staff, All Teachers, and SPED teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3, 8</p>	<div> <div>Nov</div> <div>  <div>30%</div> </div> <div>November Evidence of Progress</div> <div>Professional development sessions have been identified and will go to SBDM for approval. Then, recruitment can begin.</div> </div> <div> <div>Jan</div> <div>  <div>65%</div> </div> <div>January Evidence of Progress</div> <div>Professional development sessions have been identified and have gone to SBDM for approval. Now, recruitment can begin.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement. Teachers increasing rigor in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Leaders Teachers Admin Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3, 4, 8</p>	<div> <div>Nov</div> <div>  <div>45%</div> </div> <div>November Evidence of Progress</div> <div>Campus leadership is trained on the strategies and best practices identified in these books.</div> </div> <div> <div>Jan</div> <div>  <div>65%</div> </div> <div>January Evidence of Progress</div> <div>Campus leadership is trained on the strategies and best practices identified in these books.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase skill set of new teachers and see increase in implemented strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director Campus Instructional Specialist Teacher Leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3, 6</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>New teacher meetings happen monthly.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>New teacher meetings happen monthly.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Provide professional development training that will focus on the unique needs of GT students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum Director Curriculum Instructional Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 6</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Teachers in need of G/T hours have been identified and signed up for the appropriate trainings.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>Teachers in need of G/T hours have been identified and signed up for the appropriate trainings.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director Campus Instructional Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 6</p>	<div> <div>Nov</div> <div>  <div>40%</div> </div> <div>November Evidence of Progress</div> <div>G/T teachers work with PLCs to implement best practices and analyze results.</div> </div> <div> <div>Jan</div> <div>  <div>60%</div> </div> <div>January Evidence of Progress</div> <div>G/T teachers work with PLCs to implement best practices and analyze results.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in failure rates for freshmen students, bridging of gaps created from blended and remote learning.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director Curriculum Instructional Specialist RTI PLC Teacher Leaders</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 1, 3</p>	<div> <div>Nov</div> <div>  <div>40%</div> </div> <div>November Evidence of Progress</div> <div>Advisory lessons reinforced academic skills for all students.</div> </div> <div> <div>Jan</div> <div>  <div>60%</div> </div> <div>January Evidence of Progress</div> <div>Advisory lessons reinforced academic skills for all students.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

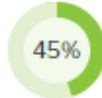

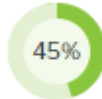

Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Provide professional development training (in-person and/or virtually) that will focus on the unique needs of CTE students.</p> <p><b>Strategy's Expected Result/Impact:</b> CTE teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum Director Curriculum Instructional Specialist CTE Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 8, 9</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>CTE professional development has been identified; several teachers have already signed up.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>CTE professional development has been identified; several teachers have already signed up.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased enrollment in CTE courses. Increased student success in all CTE Courses Increased CCMR</p> <p><b>Staff Responsible for Monitoring:</b> CTE teachers Principal Curriculum Director</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 9</p>	

	<div> <div>Nov</div> <div> <div>40%</div> </div> </div> <div> <div>November Evidence of Progress</div> <div>CTSO travel and competition participation is well underway.</div> </div>
	<div> <div>Jan</div> <div> <div>65%</div> </div> </div> <div> <div>January Evidence of Progress</div> <div>CTSO travel and competition participation is well underway.</div> </div>
	<div> <div>Mar</div> <div> <div>March Evidence of Progress</div> </div> </div>
	<div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>
<div> <div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div> </div>	





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





**Performance Objective 1:** To increase the involvement of parents and community in the educational process through SBDM, parent conferences, and electronic communications.







**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	Reviews
<p><b>Strategy 1:</b> Automated call system will be used to call parents about progress reports, report cards, and other important events at HHHS.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Curriculum Director</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4 - Perceptions 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Staff with Blackboard access regularly use it to keep stakeholders informed.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Staff with Blackboard access regularly use it to keep stakeholders informed.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Letters sent and advertising via district Communications Officer, web page, campus web page, Channel 17, Killeen Daily Herald, and Harker Heights Evening Star will represent a collaborative communication process by the administrative and teaching staff to increase the number of informed students and families about activities and accomplishments at HHHS.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Curriculum Director Student Activities Coordinator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Collaboration with outside organizations for communication continues to improve.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Collaboration with outside organizations for communication continues to improve.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Student 2 Student organization to help new students make the transitioning to HHHS easier and more pleasant.</p> <p><b>Strategy's Expected Result/Impact:</b> Repeated national recognition as the number one "S2S" organization in the nation Positive feedback from and integration of new students to HHHS</p> <p><b>Staff Responsible for Monitoring:</b> Club Sponsor and Student Activities</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>The Junior Ambassadors program serves this function very well; HHHS is a TEA-recognized Purple Star campus.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>The Junior Ambassadors program serves this function very well; HHHS is a TEA-recognized Purple Star campus.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Harker Heights High School will use various marketing strategies to increase communication, promotion, participation, and recognition of academic programs, college events, and club/organizations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation and feedback from students of promoted academic events on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Student Activities Director</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>Canva access allows increased professionalism and visual appeal in highlighting positive things happening at Harker Heights.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Canva access allows increased professionalism and visual appeal in highlighting positive things happening at Harker Heights.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>





Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Utilize Knightly News and year-long calendar to provide parents, teachers, and students a central location for information about Harker Heights High School events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance at events, informative weekly update increases student and staff morale</p> <p><b>Staff Responsible for Monitoring:</b> Student Activities Director</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</p>	<div> <div>Nov</div> <div>  45% </div> <div>November Evidence of Progress</div> <div>The calendar is in place and frequently updated.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>The calendar is in place and frequently updated.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL performance will improve with increased collaboration between school and home.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum Director Department Principal CIS ELL Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 1, 4 - Perceptions 1</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Parent engagement night is in the planning stages.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>Parent engagement night is in the planning stages.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>





Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum Director CIS Department Principals Teacher Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 6 - Perceptions 1, 3</p>	
	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>Several such nights have been held for things like STEM, FAFSA, four-year planning/CCMR, etc.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>Several such nights have been held for things like STEM, FAFSA, four-year planning/CCMR, etc.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% </div> <div>No Progress</div> </div> <div> <div>  100% </div> <div>Accomplished</div> </div> <div> <div>  </div> <div>Continue/Modify</div> </div> <div> <div>  </div> <div>Discontinue</div> </div>	









**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-together 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	Reviews
<p><b>Strategy 1:</b> Presentation of KISD Board Awards</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Student Activities Office</p>	<p><b>Nov</b>   <b>November Evidence of Progress</b>  Harker Heights students have already been recognized at several board meetings this school year.</p> <p><b>Jan</b>   <b>January Evidence of Progress</b>  Harker Heights students have already been recognized at several board meetings this school year.</p> <p><b>Mar</b>  <b>March Evidence of Progress</b></p> <p><b>June</b>  <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> City of Killeen Youth Conference; Leadership Conferences and Participation</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Student rep, City of Killeen, Brenda Smith, KISD Volunteer Office and Student Activities Office</p> <p><b>TEA Priorities:</b>  Connect high school to career and college</p>	<p><b>Nov</b>   <b>November Evidence of Progress</b>  Students are participating.</p> <p><b>Jan</b>   <b>January Evidence of Progress</b>  Students are participating. Campus is in planning stages for Vision XXI participation.</p> <p><b>Mar</b>  <b>March Evidence of Progress</b></p> <p><b>June</b>  <b>June Evidence of Progress</b></p>





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Partner with Rotary Club to recognize student of the semester(two times a year)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase interactions of HHHS and the community.</p> <p><b>Staff Responsible for Monitoring:</b> Student Activities Office</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Student recognition occurs regularly.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>Student recognition occurs regularly.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase opportunities for students to participate in the community.</p> <p><b>Staff Responsible for Monitoring:</b> Student Activities Office and Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Students are continuing to participate.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>Students are continuing to participate.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>





Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Students will be encouraged to participate in community service activities through memberships in campus based organizations and clubs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students participating in campus based service organizations and list of service activities.</p> <p><b>Staff Responsible for Monitoring:</b> Student Activities Director Organization and club sponsors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<div> <div>Nov</div> <div>  <div>November Evidence of Progress</div> <div>NHS, AVID, and Interact Club are all active in school and community service.</div> </div> </div> <div> <div>Jan</div> <div>  <div>January Evidence of Progress</div> <div>NHS, AVID, and Interact Club are all active in school and community service.</div> </div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Leadership Vision XXI - Leadership program with the Chamber of Commerce to promote leadership in different aspects of the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students participating in community events and partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Student Activities Coordinator City of HH Chamber of Commerce</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<div> <div>Nov</div> <div>  <div>November Evidence of Progress</div> <div>Last year's cohort successfully completed Vision XXI; another group will be chosen next year.</div> </div> </div> <div> <div>Jan</div> <div>  <div>January Evidence of Progress</div> <div>Last year's cohort successfully completed Vision XXI; another group will be chosen this year.</div> </div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

**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 provide a safe, positive learning environment for students and staff.





**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	Reviews
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> HHHS Staff</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 4</p>	<p><b>Nov</b>   <b>November Evidence of Progress</b>  Staff are regularly on duty in assigned locations.</p> <p><b>Jan</b>   <b>January Evidence of Progress</b>  Staff are regularly on duty in assigned locations.</p> <p><b>Mar</b>  <b>March Evidence of Progress</b></p> <p><b>June</b>  <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Presentation on Respect for Others through the World Geography and World History classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer incidents of bullying, open conversations about peers, reduction in violence.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 4</p>	<p><b>Nov</b>   <b>November Evidence of Progress</b>  Presentation was delivered by counselors.</p> <p><b>Jan</b>   <b>January Evidence of Progress</b></p> <p><b>Mar</b>  <b>March Evidence of Progress</b></p> <p><b>June</b>  <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> HHHS Staff</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<div> <div>Nov</div> <div>  60% </div> <div>Nov</div> <div> <div>November Evidence of Progress</div> <div>This procedure is in place and consistently enforced.</div> </div> </div> <div> <div>Jan</div> <div>  75% </div> <div>Jan</div> <div> <div>January Evidence of Progress</div> <div>This procedure is in place and consistently enforced.</div> </div> </div> <div> <div>Mar</div> <div> <div>March Evidence of Progress</div> </div> </div> <div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Promote and support Crime Stoppers on campus for the prevention and punishment of violence and other crimes.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of crime on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Police, Administration Staff, and HHHS Staff</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<div> <div>Nov</div> <div>  45% </div> <div>Nov</div> <div> <div>November Evidence of Progress</div> <div>Crime Stoppers is in place and serving this purpose.</div> </div> </div> <div> <div>Jan</div> <div>  70% </div> <div>Jan</div> <div> <div>January Evidence of Progress</div> <div>Crime Stoppers is in place and serving this purpose.</div> </div> </div> <div> <div>Mar</div> <div> <div>March Evidence of Progress</div> </div> </div> <div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>



Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Decreased number of thefts, assaults , and petty crimes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Police and Administration Staff</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Cameras are consistently used to monitor student activity and identify SCOC violators.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Cameras are consistently used to monitor student activity and identify SCOC violators.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Red Ribbon week to make students aware of the dangers of drug use.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Activities Director</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 4</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>Red Ribbon Week was held at the end of October.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>





Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Provide access to Bully Reporter to report bullying conflicts and incidents of violence among students and track trends among students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase use of bully reporter. Decrease incidences of bullying.</p> <p><b>Staff Responsible for Monitoring:</b> Discipline Assistant Principals</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 4</p>	<div> <div>Nov</div> <div>  45% </div> <div>November Evidence of Progress</div> <div>Students and parents use the Bully Reporter regularly.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>Students and parents use the Bully Reporter regularly.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will develop stronger peer relationships resulting in a positive work environment, which will directly affect the educational experiences of their students.</p> <p><b>Staff Responsible for Monitoring:</b> DEAC Committee Member and Administrative Representative</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<div> <div>Nov</div> <div>  45% </div> <div>November Evidence of Progress</div> <div>CEAC and DEAC both meet regularly with HHHS representation. Campus climate survey results were largely positive.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>CEAC and DEAC both meet regularly with HHHS representation. Campus climate survey results were largely positive.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>





Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Teachers will implement Restorative Practices in order to prioritize building strong relationships with students and creating a positive climate.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved staff/student relationships should result in reduced behavior incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teacher Leaders</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 4</p>	<div data-bbox="1276 386 2007 786"> <div> <b>Nov</b>    <b>40%</b> </div> <div> <b>November Evidence of Progress</b>  Teachers continue to implement Restorative Practices; more training opportunities and implementation reviews are upcoming. </div> </div> <div> <b>Jan</b>    <b>70%</b> </div> <div> <b>January Evidence of Progress</b>  Teachers continue to implement Restorative Practices; more training opportunities and implementation reviews are upcoming. </div> <div> <b>Mar</b>  <b>March Evidence of Progress</b> </div> <div> <b>June</b>  <b>June Evidence of Progress</b> </div>







**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	Reviews
<p><b>Strategy 1:</b> Conduct monthly fire drills</p> <p><b>Strategy's Expected Result/Impact:</b> Observe and strive to evacuate the building under three minutes in a safe and orderly manner.</p> <p><b>Staff Responsible for Monitoring:</b> HHHS Staff &amp; Assistant Principals</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Safety drills occur regularly.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Safety drills occur regularly.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Conduct bi-annual tornado drills to ensure students and staff are aware of proper procedures in the event of a tornado.</p> <p><b>Strategy's Expected Result/Impact:</b> Observe and determine if all students and HHHS staff know the areas of safety and the safety procedures in case of a tornado.</p> <p><b>Staff Responsible for Monitoring:</b> HHHS Staff &amp; Assistant Principals</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Drills are scheduled.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Drills are scheduled.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Conduct monthly lock-down drills to ensure student and staff are aware of proper procedures in the event of a campus lock-down.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 .</p> <p><b>Staff Responsible for Monitoring:</b> HHHS Staff &amp; Assistant Principals</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Drills are scheduled and conducted regularly.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>Drills are scheduled and conducted regularly.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> All visitors enter through safety vestibule to check-in at the front office to receive a visitor's badge.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> HHHS Staff Front Office Secretary</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>This system is in place and consistently implemented.</div> </div> <div> <div>Jan</div> <div>  75% </div> <div>January Evidence of Progress</div> <div>This system is in place and consistently implemented.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>







Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Improve student and staff abilities to curb the spread of infectious diseases such as the flu and COVID-19 through increased cleaning/sanitation procedures, hand-washing instruction, instruction on health monitoring and self-care, streamlined traffic flow to reduce contact, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> School will work together as a community to keep self and each other safe from the spread of disease.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team Teachers Support staff Nurse Custodians Food service team</p> <p><b>Problem Statements:</b> Perceptions 4</p>	
	<div> <div>Nov</div> <div>  45% </div> <div>November Evidence of Progress</div> <div>Ample materials and instruction are available for all staff and students.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Ample materials and instruction are available for all staff and students.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>	

**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 the consistently monitoring resource allocation to ensure maximum benefit for students learning.

**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	Reviews
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal SBDM Committee Curriculum Director</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All SBDM meetings are scheduled, and one has already been held.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> All SBDM meetings are scheduled, and three have already been held.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Increase the number of students with access to technology through the BYOD policy to enhance the educational atmosphere through the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> The BYOD will foster a positive educational experience that meets the needs of the 21st Century Learner.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff, Teaching Staff, and Technologist</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Technology purchases occur regularly to update/increase technology access.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Technology purchases occur regularly to update/increase technology access.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Campus is meeting the needs of the student population.</p> <p><b>Staff Responsible for Monitoring:</b> MFIC members and SBDM</p>	
	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Facilities improvements are constantly monitored and requested.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Facilities improvements are constantly monitored and requested. With the KISD Job Fair approaching, additional improvements are underway.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	