Killeen Independent School District

Harker Heights High School

2019-2020 Campus Improvement Plan

Mission Statement

Harker Heights High School is passionately committed to providing students with a strong and relevant educational foundation through:

- 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
- Ensuring student/parent/administration/teacher collaboration by embracing community involvement
- Enriching the classroom experience through effective use of technology and real-Âworld connections in a collaborative learning environment
- Building student/teacher relationships that foster self-motivation to learn, encouraging students and staff to develop their individual talents as well as to promote high standards
- Setting expectations for students and staff to be positive ambassadors of our school
- Focusing on data-driven analysis to shape instruction and promote best practices in the classroom
- Maintaining safety and order to provide an optimal learning environment
- Honoring student and staff accomplishments by recognizing successes

Vision

Harker Heights High School is a united educational community committed to excellence and providing a safe environment, inspiring students to become lifelong learners and ethical citizens who are competitive in a global society.

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Demographics

Demographics Summary

Harker Heights High School's enrollment in 2018-2019 was 2,435 students. The breakdown by grade level was as follows: 9th – 660, 10th – 631, 11th – 586, and 12th – 558. During that school year, student enrollment was 31% African American, 27% Hispanic, 28% Caucasian and 4% Asian. Thirty-three percent of the students had a low social-economic status. 41% of our students that failed the ENG I EOC from 2018 are economically disadvantaged. Harker Heights students have lived throughout the world and speak a variety of languages, including Spanish and Korean, are first languages of this diverse population.

Harker Heights has several funded programs to assist at-risk and special needs students. HHHS serves the following populations: 4% ELL, 51% at-risk, 33% economically disadvantaged, 5% TAG, and 12% SPED.

African American comprise the largest sub-group of our student population while the At-risk sub-group is the second largest. The number of at- risk students greatly impacts our English I, English II and Algebra I EOC pass rate overall.

In 2018-2019, Harker Heights had 129 teachers. More than half of the teachers had taught less than 10 years with an average of 11 years of experience. The average number of students per teacher was 28.

Demographics Strengths

STAAR scores increased in English I, English II, Biology, and US History.
The HARP program served 13 students during the 2018-2019 school year.

Attendance rate held steady at 94.17%.
Community outreach with city of Harker Heights improved.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The economically disadvantaged represents 41% of our students who failed their English I EOC in 2018. **Root Cause**: Students have limited exposure to resources outside of school. Campus, district and community resources could be utilized more effectively to meet this need.

Student Academic Achievement

Student Academic Achievement 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.

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, 685 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.

Input was asked from the science department and teachers about the number of engaging labs that take place throughout the school year. After a survey, we found that 4 out of 7 biology teachers lack the training and experience which showed a need in this area. The department head provided feedback about the lack of engaging labs from other science teachers as well. Labs should be conducted 40% of the time.

51% of students scored "mastered" on the US History state assessment. After receiving EOC scores data shows that 60% of our retesters did not approach grade level in ALG I, BIO, ENG I and ENG II, and 30% of retesters did not meet approaches grade level on the US History EOC.

HHHS 4-year data for EOC:

STAAR EOC 2019 2018 2017 2016

English 1 72% 65% 66% 74%

English 2 73% 72% 69% 76%

Algebra 72% 74% 78% 77%

Biology 90% 85% 88% 94%

US History 98% 95% 96% 99%

Starting with the 2018 PSAT and SAT college exam testing phases, students were given exemptions from their 2019 STAAR Exams. Students with PSAT English scores above 420 and Math above 450 were given exceptions from taking the STAAR EOC English I and Algebra I. Most freshman did not score the minimum score of 450 on the 2018 PSAT Math portion to receive the exemption from the Algebra I EOC in 2019. In addition, we haven't collected data to show how many exempted students from the PSAT and SAT testing phase would have received a "Mastered Rating" on their STAAR exams. Although the students were exempted, we may lose critical data for "Mastered Levels" which may later cause a downturn in our school's overall "Mastered Rating" at year-end data collections. This will be something to watch for as a future area of need.

During the summer of 2019 the CUA committee team put together unit maps for each unit of instruction for all tested areas which will include learning

progressions, lesson ideas, checks for understanding, and CUA with distractor analysis for every tested subject teacher in the district. This information is rolled out at the Job-a Like sessions to kick off the 2019-2020 school year.

In an effort to improve the college and career readiness of our students, the campus analyzed PSAT data and found that PSAT scores for ERW (English, Reading, and Writing) show a school average of 417 out of 720 . The campus scores fall lower than the state's average of 423.

Data for EOCs are analyzed by subgroup; for example, in 2019, reading test data showed that while 72% of all students were successful, only 35% of special education students, 62% of economically disadvantaged students, and 37% of ELL students were successful. More work is needed to address the unique needs of student subpopulations.

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more Domain. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school (see addendum).

Student Academic Achievement Strengths

Student Achievement Strengths

The campus received the Texas Education Agency's rating of Met Standard and a letter grade of B. HHHS has numerous strengths within this rating.
The number of students taking the SAT/ACT has stayed consistent with the previous year and the percent scoring at or above the criterion has increased to 30%.
Dual-credit and advanced classes have held steady in enrollment with 25% of the student body taking these courses.
Intervention labs in core content areas have been established to close the instructional/performance gaps.
An after-school tutoring bus was provided four times per week to students attending afternoon tutoring.
Teacher Leaders in all four core areas and one in SPED tutor the EOC re-testers as well as work with the teachers to better prepare the students for the rigorous EOC exams. Advanced scores increased on all EOC exams.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The current English I EOC STAAR results show 72% passing rate for all students, but only 35% of special education students, 62% of economically disadvantaged students, and 37% of ELL students were successful. The desired results for all should be at or above 82%, and sub population scores should be more closely aligned to the campus average. **Root Cause**: Three out of five of the English I teachers were first year teacher and were also involved in extra-curricular activities within the school and were unable to tutor before and after school. There was a low number of students

attending and/or participating in tutoring.

Problem Statement 2: Biology teachers find it difficult to provide a coherent and viable curriculum and lab experiences for all students; lab work is not currently making up the desired 40% amount of class time. **Root Cause**: 5 out of 7 of our Biology teachers lack experience with implementing engaging lab activities in regular, inclusion, and pre-ap classes.

Problem Statement 3: More than 60% of re-testers did not meet approaches grade level on Algebra I, English I and II, and Biology Eoc **Root Cause**: Re-testers lack the opportunity for remediation, reteach, and instruction between the first attempt of the EOC and additional attempts because they are no longer in the course that corresponds with the subject they failed.

Problem Statement 4: More than 30% of re-testers did not meet approaches grade level on the US History Eoc. **Root Cause**: Re-testers lack the opportunity for remediation, reteach, and instruction between the first attempt of the EOC and additional attempts because they are no longer in the US History course.

Problem Statement 5: PSAT scores for ERW (English, Reading, and Writing) show a school average of 417 out of 720. The campus scores fall lower than the states average of 423. The desired results should be at or above 450. **Root Cause**: Students lacked the opportunity to attend additional tutoring focused primarily on the PSAT. The teachers lack experience with implementing study strategies for the PSAT.

Problem Statement 6: Most freshman did not score the minimum score of 450 on the 2018 PSAT Math portion to receive the exemption from the Algebra I EOC in 2019. **Root Cause**: Students did not know this was an option because the teachers were not aware either. There was not time to plan and hold PSAT bootcamps at the campus level to provide tutoring sessions for the students to be successful on the PSAT.

School Processes & Programs

School Processes & Programs Summary

In 2018-2019, the HHHS teaching staff included a total of 129 teachers consisting of one reading specialist, nine Inclusion teachers, one Vocational teacher, one Positive Behavior Support teacher, one Therapeutic Learning Class teacher, four Skills teachers, one Functional Skills teacher and one and a half ESL credentialed teacher. The Special Education department includes 25 instructional aides and 7 sign language interpreters to support students that attend HHHS, the regional high school for the deaf. A spectrum of services are available to students identified for Special Education services to include Resource Math (Algebra I), Resource English (I and II), Social/Emotional instruction, Interpretive Services, Visual Impairment services to include, braille, Skills/Functional classes and Vocational Training.

Special Education resource, inclusion, and SKILLS teachers need to attend, collaborate, and 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. Sign-in data and the master schedule shows that they have not yet had an opportunity to do so, which is a problem the campus needs to tackle.

Teachers receive a minimum of 2 walk-throughs per nine weeks. Professional development is provided multiple times throughout the semester and two planning days are provided to tested area teachers. Best strategies and practices are demonstrated in large group PLC's. Special Education teachers all attend, collaborate, and provided differentiate instructional strategies at subject level professional learning communities and at this time do not have two planning days allotted. 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 consistently engaging with the curriculum at high cognitive levels. Further analysis and discussion of this data was analyzed during small group and large group PLCs.

Harker Heights High School students are scheduled into seven 51-minute periods per day. Students are given the opportunity to take advanced-level classes with the possibility of earning college credits. Students may attend the Career Center for a half-day beginning their sophomore year. Students wishing to attend full day may do so their junior and/or senior year. Additionally, we have students who attend the Temple Bio-Institute. Additional time is provided during 5th period to allow for student lead announcements.

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. Special Education teachers also attend, collaborate, and provide differentiated instructional strategies at subject level professional learning communities. These practices have led to greater student achievement.

New operational procedures are presented to the Site-Based Decision Committee for review. It was 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.

As the Fine Arts focus campus for KISD, classes offered include band, orchestra, music theory, music production, video/film production, choir, dance, photography, painting, drawing, sculpture, art history and theater/drama. HHHS students compete in UIL and side-by-side UIL competitions, as well as the Visual Arts Scholastic Event. Foreign languages offered include Spanish, French, and German. A variety of sports are offered for both boys and girls. These include cross country, football, soccer, basketball, cheerleading, golf, softball, track, wrestling, baseball, swimming, tennis and volleyball. Students also have a variety of UIL academic contests they may participate in as well as student council. Students may 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 provides instruction and rewarding opportunities which will benefit the cadet, the community, and the nation. Continuous and focused data analysis is recognized as an essential process at HHHS. Core PLC groups strive to improve student performance through common formative and summative assessments. All

teachers have been challenged to implement gradual release strategies to increase student learning. Formative and summative assessment data is utilized to implement educational strategies to meet student needs. Our Biology teachers in partiicular have found it difficult to prepare students for the unit CUAs as 5 out of 7 of them lack experience with using the TEKS Resource System. Teachers meet as a PLC for lesson design, intervention and data analysis. Lead teachers model expectations and assist with instruction in classrooms.

While visiting with math PLC groups at HHHS, administration has noticed that teachers have been challenged with implementing the Springboard curriculum in Algebra I, Geometry, Algebra II, and Pre-Calculus. 35% of our SpringBoard teachers are in need of additional training to support classroom instruction. When conducting walk-throughs during PLC. It was observed that groups were administering common assessments but were failing to properly use the data following the DuFour model less than 50% of the time to drive instruction. Input was received at large group PLC and was discussed in SBDM.

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 2435 students and less than 1200 devices for classroom use. They 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, Promethean Boards in most science and math rooms, Mimeos in social studies rooms, Spark Stations in the science rooms, 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.

School Processes & Programs Strengths

New teachers are assigned a mentor.
Monthly Large Group PLC are held to model best practices
Bi-monthly Lunch and Learn professional development is held for teachers with less than 2 years of experience.
Professional development is created and delivered by HHHS teachers and administrators.
Professional development is differentiated based on the needs of the teachers through input such as surveys, etc.
Instructional rounds 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 focuses on GRR, Dufour PLC Conferences, Critical Reading and resources from Lead4ward.
Administrators conduct a minimum of 2 walk throughs per nine weeks on every teacher.
Professional days are allotted to core subjects and LOTE for lesson planning, intervention, and data analysis.
Core subject Team leads and a SPED lead are available for all levels of support.
CIS supports new and veteran teachers by assisting with classroom management and instructional strategies.
Job Fair (San Angelo, SFA, Killeen Job Fair)
An additional twenty teachers and several administrators were sent to Dufour PLC Conference, 35% of our teachers have been sent to the conference.

Teachers meet in subject level groups bi-monthly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.
Teachers implement best practice/ high-yield instructional strategies to increase student engagement.
Common EOC reviews exist in all core areas and Saturday boot camp for tested subjects.

Students have access to SAT Boot Camps.
Vertical alignment is present in core subjects.
English and Social Studies engage in cross-curricular planning on campus and collaborative effort within the district.
Multiple content areas engage in cross-curricular EOC reviews.
PLC groups attended Professional Development to ensure effective PLC functions.
Our Algebra I and Biology instructors are active cadre members of the Region 12 Science and Math Collaborative to increase student learning and achievement in these EOC tested areas.
An ELL focus group comprised of core teachers addresses our ELL students.

Professional Learning Communities have created cohesiveness within content areas. PLCs have increased the rigor of classroom instruction.

All teachers have focused on increasing student retention of material and reduction of failure rates.

A wide array of technology is available, like Ipads, STEMS carts. and blended cohort

Bring Your Own Device (BYOD) policy leads to wider technology access and educational implementation of technology. Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.

Cloud-based services enable student home use and parental involvement.

In 2018-2019, the HHHS teaching staff included nine Inclusion teachers, one Vocational teacher, one Positive Behavior Support teacher, one Therapeutic Learning Class teacher, four Skills teachers, and one Functional Skills teachers. The Special Education Department includes 25 instructional aides and 7 sign language interpreters to support students that attend HHHS, the regional high school for the deaf.

A spectrum of services are available to students identified for Special Education services to include Resource Math (Algebra I), Resource English (I and II), Social/Emotional instruction, Interpretive Services, Visual Impairment service to include braille, Skills/Functional classes, and Vocational training.

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 are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

Problem Statement 2: 35% of SpringBoard teachers have not had updated training on techniques and strategies with using SpringBoard in the math classroom. The campus has one teacher and one administrator who have been adequately trained to support other teachers in the classroom specifically using SpringBoard strategies. **Root Cause**: Due to turnover in the math department there are new teachers coming aboard that have not been trained in SpringBoard. Only one teacher and one administrator have been trained.

Problem Statement 3: PLC Leaders, Department Heads, and Campus Administrators observed that PLC 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. **Root Cause**: Resources for certain technology needs for the campus are not always available.

Problem Statement 6: Professional days are allotted to core subjects. Inclusion and Resource, Skills/Functional Skills, and PBS/TLC/VAC currently do not have a planning day for lesson planning, intervention, and data analysis. **Root Cause**: In the past years the focus was on tested subject areas having a planning day each 9 weeks.

Problem Statement 7: Instructional rounds data showed that students still need to engage at higher cognitive levels. **Root Cause**: HHHS teachers may need more training in order to help students understand what they need to do to think at higher levels.

Problem Statement 8: Skills teachers will need more planning and curriculum support from content areas to help Skills students gain access to grade level TEKS and curriculum. This support will better prepare Skills students to take the state assessment with their non-disabled peers. **Root Cause**: The campus has not yet found a way to make time for special education teachers to participate effectively in grade-level PLCs. More support is needed.

Problem Statement 9: Biology teachers find it difficult to prepare students for the unit CUA's which are provided by the district and reflect information found in the Instructional Focus Documents found in the TEKS Resource Management System. **Root Cause**: 5 out of 7 of our Biology teachers lack experience with using the TEKS Resource System to guide thier instruction and activities for regular, resource, inclusion, and pre-ap classes.

Perceptions

Perceptions Summary

HHHS has a diverse culture and climate, as noted in the demographic summary. With a student population of over 2435 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. We have 850 student athletes on our campus, which means 59% of our student body participates in at least one UIL sport. 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 safety of our students and staff is very important. We have 3 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 33 referrals for drugs and alcohol worked. 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. We follow the district designed protocols when dealing with either of those two issues. As of May 2019 there has been 4 documented bullying investigation.

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, 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, and other issues that affect students.

We have implemented weekly announcements over the intercom during fifth period and are posted daily on campus website.

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 ther 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: 50% or less of our student body attends school events such as athletics, Fine Arts, UIL academic meets, and pep rallies. **Root Cause**: Students are not attending events because they are not connected to campus through a club/organization or extra-curricular activity.

Problem Statement 2: Parents want an outlet to voice opinions of the campus. **Root Cause**: There is not a structured platform for parents to voice their opinions.

Priority Problem Statements

Problem Statement 1: The economically disadvantaged represents 41% of our students who failed their English I EOC in 2018.

Root Cause 1: Students have limited exposure to resources outside of school. Campus, district and community resources could be utilized more effectively to meet this need.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The current English I EOC STAAR results show 72% passing rate for all students, but only 35% of special education students, 62% of economically disadvantaged students, and 37% of ELL students were successful. The desired results for all should be at or above 82%, and sub population scores should be more closely aligned to the campus average.

Root Cause 2: Three out of five of the English I teachers were first year teacher and were also involved in extra-curricular activities within the school and were unable to tutor before and after school. There was a low number of students attending and/or participating in tutoring.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Biology teachers find it difficult to provide a coherent and viable curriculum and lab experiences for all students; lab work is not currently making up the desired 40% amount of class time.

Root Cause 3: 5 out of 7 of our Biology teachers lack experience with implementing engaging lab activities in regular, inclusion, and pre-ap classes.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: More than 60% of re-testers did not meet approaches grade level on Algebra I, English I and II, and Biology Eoc

Root Cause 4: Re-testers lack the opportunity for remediation, reteach, and instruction between the first attempt of the EOC and additional attempts because they are no longer in the course that corresponds with the subject they failed.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: More than 30% of re-testers did not meet approaches grade level on the US History Eoc.

Root Cause 5: Re-testers lack the opportunity for remediation, reteach, and instruction between the first attempt of the EOC and additional attempts because they are no longer in the US History course.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: PSAT scores for ERW (English, Reading, and Writing) show a school average of 417 out of 720. The campus scores fall lower than the states average of 423. The desired results should be at or above 450.

Root Cause 6: Students lacked the opportunity to attend additional tutoring focused primarily on the PSAT. The teachers lack experience with implementing study strategies for the PSAT.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 8: Biology teachers find it difficult to prepare students for the unit CUA's which are provided by the district and reflect information found in the Instructional Focus Documents found in the TEKS Resource Management System.

Root Cause 8: 5 out of 7 of our Biology teachers lack experience with using the TEKS Resource System to guide thier instruction and activities for regular, resource, inclusion, and pre-ap classes.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction.

Root Cause 9: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: 35% of SpringBoard teachers have not had updated training on techniques and strategies with using SpringBoard in the math classroom. The campus has one teacher and one administrator who have been adequately trained to support other teachers in the classroom specifically using SpringBoard strategies.

Root Cause 10: Due to turnover in the math department there are new teachers coming aboard that have not been trained in SpringBoard. Only one teacher and one administrator have been trained.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: PLC Leaders, Department Heads, and Campus Administrators observed that PLC use data from common formative assessments less than 50% of the time to drive instruction.

Root Cause 11: Departments focus more on summative data verses looking at formative data during the allotted PLC time.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Parents of underclassmen and their students do not know about academic programs and opportunities that are available at HHHS.

Root Cause 12: 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 12 Areas: School Processes & Programs

Problem Statement 13: Student technology device demand exceeds our current inventory. There is insufficient technology on campus for students to use for creative & inventive endeavors.

Root Cause 13: Resources for certain technology needs for the campus are not always available.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Professional days are allotted to core subjects. Inclusion and Resource, Skills/Functional Skills, and PBS/TLC/VAC currently do not have a planning day for lesson planning, intervention, and data analysis.

Root Cause 14: In the past years the focus was on tested subject areas having a planning day each 9 weeks.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Instructional rounds data showed that students still need to engage at higher cognitive levels.

Root Cause 15: HHHS teachers may need more training in order to help students understand what they need to do to think at higher levels.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Most freshman did not score the minimum score of 450 on the 2018 PSAT Math portion to receive the exemption from the Algebra I EOC in 2019.

Root Cause 16: Students did not know this was an option because the teachers were not aware either. There was not time to plan and hold PSAT bootcamps at the campus level to provide tutoring sessions for the students to be successful on the PSAT.

Problem Statement 16 Areas: Student Academic Achievement

Problem Statement 17: Skills teachers will need more planning and curriculum support from content areas to help Skills students gain access to grade level TEKS and curriculum. This support will better prepare Skills students to take the state assessment with their non-disabled peers.

Root Cause 17: The campus has not yet found a way to make time for special education teachers to participate effectively in grade-level PLCs. More support is needed.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: 50% or less of our student body attends school events such as athletics, Fine Arts, UIL academic meets, and pep rallies.

Root Cause 18: Students are not attending events because they are not connected to campus through a club/organization or extra-curricular activity.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: Parents want an outlet to voice opinions of the campus.

Root Cause 19: There is not a structured platform for parents to voice their opinions.

Problem Statement 19 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Observation Survey results

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 04, 2019

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 1: Increase college readiness through the use of SAT, ACT, AP, and Dual Credit opportunities. Increase enrollment and successful completion by 5%.

Evaluation Data Source(s) 1: 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.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue the 2-year cycle of P-AP/AP Summer Institutes and yearly updates for teachers.	Curriculum Director/Curriculum Instructional Specialist	Teacher walkthrough data and common assessment data will be reviewed with a focus on student participation and performance in P-AP classes and AP exam scores.				
Problem Statements: Student Academic Achievement 5						
2) PSAT will be given to all 10th and 11th graders, and rigorous classroom instruction will be geared towards an increase in PSAT scores.	Counselors Teachers Administration	2017 & 2018 PSAT scores will be compared with a 3% increase in each domain.				
Problem Statements: Student Academic Achievement 5						
3) PSAT,SAT and ACT Boot Camps 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.	Curriculum Director	SAT and ACT scores with a 3% percent improvement in all areas.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) We will create a National Merit Scholar watch list to increase the number of finalists on the campus.	Counselor	Increased number of National Merit Scholar finalists				
	Problem Statements: Student Academic Achievement 5					
5) AVID curriculum will help prepare AVID students to be successful in P-AP, AP, and Dual classes.	AVID Coordinator/AVID Teachers	Improve retention and success rates of the AVID students in advanced classes.				
	Problem Statements: Student Academic Achievement 5 - School Processes & Programs 1					
6) 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.	Counselors, AVID teachers,and HHHS teachers	Increased number of students enrolling in college.				
Additional Targeted Support Strategy 7) Promote College Night to 11th and 12th graders. Additional Targeted Support will be provided to current Special Education students 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%.	Counselors MLFAC SPED Coordinator AVID Teacher	Increased number of students enrolling in college. Increased number of Special Education students enrolling in college.				
	Problem Statements: Demographics 1 - School Processes & Programs 4					
8) UIL Academic Competition teams will be used to promote academic achievement at HHHS through competitive teams. These teams will help improve students' educational experiences and promote a culture of learning, which in turn will help all students with their academic goals.	UIL Team Teacher Sponsors	Improved student achievement in all areas of their academics through the UIL competitive competition.				
9) Increase the number of students taking AP courses through recruitment and retention strategies utilizing AP Potential reports.	AP Teachers Curriculum Director Counselors	5% increase in the number of students taking the classes.				
10) Increase the number and percentage of students earning a 3 or better on AP exams by continuing training and instructional improvement in AP courses.	AP Teachers	3% increase in the percentage of students scoring a 3 or higher on AP exams.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
11) 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.	Counselors	Increased amount of scholarships received by HHHS students.				
TEA Priorities Connect high school to career and college 12) CTE instructional supplies and materials will be provided to support best practices in CTE courses at HHHS.	Curriculum Director CTE Teachers Administration	Classroom observations looking for instructional strategies in the CTE classroom.				
	Problem Statements: School Processes & Programs 7 **Funding Sources**: 163 - Career & Technology - 112000.00					
TEA Priorities Connect high school to career and college 13) 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.	Counselors Director of STEM Curriculum Director CCRM Chief	Increased knowledge and understanding of the STEM path options.				
	Problem Statements: Student Academic Achievement 5					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The economically disadvantaged represents 41% of our students who failed their English I EOC in 2018. **Root Cause 1**: Students have limited exposure to resources outside of school. Campus, district and community resources could be utilized more effectively to meet this need.

Student Academic Achievement
Problem Statement 5: PSAT scores for ERW (English, Reading, and Writing) show a school average of 417 out of 720. The campus scores fall lower than the states average of 423. The desired results should be at or above 450. **Root Cause 5**: Students lacked the opportunity to attend additional tutoring focused primarily on the PSAT. The teachers lack experience with implementing study strategies for the PSAT.

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 1**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

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 4**: 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: Instructional rounds data showed that students still need to engage at higher cognitive levels. **Root Cause 7**: HHHS teachers may need more training in order to help students understand what they need to do to think at higher levels.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 2: By the end of the school year 2020, student passing rate on Algebra I EOC test will increase to 81%. All subgroups will increase their scores by 3%.

    Evaluation Data Source(s) 2: Results of the 2020 Algebra 1 EOC exam.

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
TEA Priorities Build a foundation of reading and math 1) Increased student calculator proficiency will lead to increased student achievement as students will have have tools and strategies needed to master math functions and processes. Math teachers will emphasize data-driven instruction of hard-to-teach math TEKS in order to monitor student success.	Math Lead Teacher All Math Teachers	Teachers will see increased as well as more effective use of TI Nspire calculators in all math classrooms.				
	Problem Statements: Student Academic Achievement 3 - School Processes & Programs 5 **Funding Sources**: 166 - State Comp Ed - 22159.00					
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Teachers will track and monitor the performance of at-risk students to better help them succeed on the EOC tests. Tenth graders who have not met EOC standards will be tracked through the Algebraic Reasoning classes. Incoming Freshmen who were identified as struggling middle school students in Math will be placed in Strategic Math classes.	Math Lead Teacher All Math Teachers Counselors Testing Coordinator	Continue increasing passing rate in all math classes and Algebra I EOC exam.				
	Problem Statements: Student Academic Achievement 3 **Funding Sources**: 166 - State Comp Ed - 8400.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) Campus level workshops, professional development, and PLC strategy sharing will increase teacher knowledge and use of all available technology to engage student learning and success.	School Administrators Campus Instructional Specialist Math Lead Teacher Campus Technologist	Increased student exposure to technology will generate interest and therefore success for all math students.				
	Problem Statements: School Processes & Programs 2, 6					
Additional Targeted Support Strategy 4) Math teachers (including SPED and inclusion teachers) will offer tutoring a minimum of two times a week. Teachers will track attendance with sign-in sheets. 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 in Algebra I from 14% to 23%.	Math Teachers	Increased student success on formative and summative grades and continue to increase EOC exams.				
		Problem Statements: Student Academic Achievement 3				
TEA Priorities Build a foundation of reading and math 5) Provide special EOC Math tutoring prior to the EOC retake dates for all at-risk students.	Math Teacher Leader Math Teachers	Increase number of students passing their subsequent EOC Algebra I exam.				
	Problem Statements: Student Academic Achievement 3					
	Funding Sources: 166 - State Comp Ed - 3300.00					
6) Teacher made common assessments (formative and summative) will contain EOC-formatted questions and focus on essential learning.	Math Teacher Leader Math Teachers	Increased number of students passing math classes and Algebra I EOC exam.				
	Problem Statements: Student Academic Achievement 3 - School Processes & Programs 3					
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 7) Teachers will implement two-week comprehensive math unit of review activities for at-risk students in Algebra I prior to May EOC test, which addresses high-stakes TEKS using multiple Springboard learning styles.	Math Lead Teacher Math Teachers	Increased number of students passing the Algebra I EOC exam.				
		Problem Statements: Student Academic Achievement 3				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Additional Targeted Support Strategy 8) A watch list of students will be created by sub groups to include ELL and Special Education in order to address safeguards outlines in the 2018 Accountability Summary.	Teacher Leaders Assistant Principals	Increased performance of students on the Algebra I EOC exam.				
Problem Statements: Student Academic Achievement 3						
Additional Targeted Support Strategy 9) Staff members will call parents of students who are absent on the day of the EOC exams to bring them in if possible and ensure a higher percentage of participation by all sub groups.	Teacher Leaders Assistant Principals Testing Coordinator	Exceeding the current percentage of participation in all sub groups.				
Problem Statements: Student Academic Achievement 3						
Additional Targeted Support Strategy 10) Students will be placed into Credit Recovery lab to regain lost math credits.	Edgenuity Administrator	Students will regain lost math credits and on-time graduation rates will increase.				
Problem Statements: Student Academic Achievement 3						
11) After school transportation four days a week will be provided to allow students to attend tutoring. The students will be bused to the feeder middle schools and Nolanville Elementary School.	Math Teacher Leader Curriculum Director	Increase number of students passing their math classes and EOC.				
Problem Statements: Student Academic Achievement 3						
12) Lunch detention will be provided Tuesday through Thursday to allow Algebra I students to complete missing assignments. The students will spend the first 20 minutes in detention, then are released to go to lunch.	Math Teachers	Increase number of students passing their Algebra class and EOC.				
Problem Statements: Student Academic Achievement 3						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: More than 60% of re-testers did not meet approaches grade level on Algebra I, English I and II, and Biology Eoc **Root Cause 3**: Re-testers lack the opportunity for remediation, reteach, and instruction between the first attempt of the EOC and additional attempts because they are no longer in the course that corresponds with the subject they failed.

School Processes & Programs
Problem Statement 2: 35% of SpringBoard teachers have not had updated training on techniques and strategies with using SpringBoard in the math classroom. The campus has one teacher and one administrator who have been adequately trained to support other teachers in the classroom specifically using SpringBoard strategies. **Root Cause 2**: Due to turnover in the math department there are new teachers coming aboard that have not been trained in SpringBoard. Only one teacher and one administrator have been trained.
Problem Statement 3: PLC Leaders, Department Heads, and Campus Administrators observed that PLC use data from common formative assessments less than 50% of the time to drive instruction. **Root Cause 3**: Departments focus more on summative data verses looking at formative data during the allotted PLC time.
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. **Root Cause 5**: Resources for certain technology needs for the campus are not always available.
Problem Statement 6: Professional days are allotted to core subjects. Inclusion and Resource, Skills/Functional Skills, and PBS/TLC/VAC currently do not have a planning day for lesson planning, intervention, and data analysis. **Root Cause 6**: In the past years the focus was on tested subject areas having a planning day each 9 weeks.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 3: By the end of the school year 2020, student passing rate on the Biology EOC will increase to 98% for all students. ELL and SPED will increase by 5%. Advanced rating will increase by 10%.

    Evaluation Data Source(s) 3: Results of 2020 Biology EOC exam.

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
Additional Targeted Support Strategy 1) Students will be placed into Credit Recovery lab to regain lost science credits.	Counselor Edgenuity Administrator	Students will regain lost science credits and on-time graduation rates will increase.				
Problem Statements: Student Academic Achievement 3						
Additional Targeted Support Strategy 2) Science teachers (including SPED and inclusion teachers) will offer tutoring a minimum of two times a week; teachers will track student attendance with sign-in sheets.	Science Teachers Lead Science Teacher	Increased student success on formative and summative grades as well as Biology EOC exam				
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 9						
3) Implement two-week comprehensive unit of review activities for at-risk students in Biology prior to May EOC test, which addresses high stakes TEKS using multiple learning styles.	Biology Instructors Science teachers with students who need Biology EOC remediation	Increased student success on Biology EOC exam				
Problem Statements: Student Academic Achievement 2, 3						
4) Teacher made common assessments (formative and summative) will contain EOC formatted type questions and focus on essential learning. Teachers will focus on data from common formative assessments to identify students for interventions prior to unit summative assessment.	Core Science Teams Science Teacher Leader	Increased student success on formative and summative grades as well as Biology EOC exam				
Problem Statements: School Processes & Programs 3						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
5) After school transportation four days a week will be provided to allow students to attend tutoring. The students will be bused to the feeder middle schools and Nolanville Elementary School.	Science Teacher Leader Curriculum Director	Increased student success on formative and summative grades as well as Biology EOC exam				
6) Biology teachers will plan and implement field based experiences to provide students with first hand experience with the field of study.	Science Teacher Leader Science Teachers	Increased enrollment in advanced science courses Increased student success in all science courses				
7) Provide tutoring sessions for at-risk students who are Biology EOC re-testers.	Science Teacher Leader	All re-testers successfully pass EOC exams.				
	Problem Statements: Student Academic Achievement 3					
8) Biology EOC re-testers will be pulled from their current science class for a two-week intensive EOC review for the Biology EOC	Science Teacher Leader Biology Teachers	All Biology EOC re-testers successfully pass the EOC exam				
	Problem Statements: Student Academic Achievement 3					
9) Biology EOC re-testers are tracked and monitored throughout the year. They are encouraged to attend weekly tutoring sessions to review and discuss difficult to learn concepts from biology.	Science Teacher Leader Biology Teachers	All Biology EOC re-testers successfully pass the EOC exam				
	Problem Statements: Student Academic Achievement 3					
Additional Targeted Support Strategy 10) Create a watch list of students by sub groups to include ELL and Special Education to address safeguards outlines in the 2017 Accountability Summary.	Teacher Leaders Assistant Principals Sped Coordinator	Increased success of students on the Biology EOC exam				
	Problem Statements: Student Academic Achievement 3					
Additional Targeted Support Strategy 11) Provide monitoring and ongoing contact with students who are struggling in Biology throughout the year, including monthly meetings with failing students to ensure student growth and increased performance.	Science Teacher Leader	Increased performance of all students on the Biology EOC Exam				
	Problem Statements: Student Academic Achievement 3 - School Processes & Programs 9					

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 2: Biology teachers find it difficult to provide a coherent and viable curriculum and lab experiences for all students; lab work is not currently making up the desired 40% amount of class time. **Root Cause 2**: 5 out of 7 of our Biology teachers lack experience with implementing engaging lab activities in regular, inclusion, and pre-ap classes.

Problem Statement 3: More than 60% of re-testers did not meet approaches grade level on Algebra I, English I and II, and Biology Eoc **Root Cause 3**: Re-testers lack the opportunity for remediation, reteach, and instruction between the first attempt of the EOC and additional attempts because they are no longer in the course that corresponds with the subject they failed.

School Processes & Programs

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

Problem Statement 9: Biology teachers find it difficult to prepare students for the unit CUA's which are provided by the district and reflect information found in the Instructional Focus Documents found in the TEKS Resource Management System. **Root Cause 9**: 5 out of 7 of our Biology teachers lack experience with using the TEKS Resource System to guide thier instruction and activities for regular, resource, inclusion, and pre-ap classes.
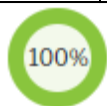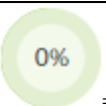
Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 4: By the end of the school year 2020, ELA testers will increase the passing rate on the English 1 EOC exams to 82% and the English 2 EOC exams to 83%. Masters rating on each exam will increase by 3%. ELL and SPED will increase to 50%.

Evaluation Data Source(s) 4: Results of the 2020 English I and English II EOC exams

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Additional Targeted Support Strategy 1) Students will be placed in the Credit Recovery lab to regain lost English credits.	Counselors ALAB Administrator English Lead Teacher	Students will regain lost English credits and on-time graduation rates will increase.				
Problem Statements: Student Academic Achievement 1, 3						
2) Teacher made common assessments (3 formative and 1 summative per unit) will contain EOC-formatted questions and focus on essential learning.	English Teacher Leader English teachers	Increased number of students passing English classes and the English I and English II EOC exams				
Problem Statements: Student Academic Achievement 1, 3 - School Processes & Programs 3						
Additional Targeted Support Strategy 3) ELA teachers (including SPED and inclusion teachers) will offer tutoring a minimum of two times a week; teachers will track student attendance with sign-in sheets.	English teachers Lead ELA Teacher	Increased student success on formative and summative assessments as well as EOC exams				
Problem Statements: Student Academic Achievement 3						
Additional Targeted Support Strategy 4) Teachers will analyze student data by sub-populations to identify areas of concern. Additional Targeted Support will be provided to Asian students in ELAR through after school tutoring in order to increase academic achievement status meeting grade level standard in ELAR from 67% to 74%.	English teachers English Teacher Leader Curriculum Director Campus Instructional Specialist	Increased student success on common assessment data, course grades, and EOC exam scores				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 3						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) 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.	English teachers Curriculum Director Campus Instructional Specialist English Teacher Leader	Improvement will be seen on student writing scores throughout the year as well as on EOC scores				
	Problem Statements: Student Academic Achievement 1, 3					
6) Maintain an English lab to help tutor students who are struggling in the core English classroom and who need to retake one or more of the English EOCs, as well as to help enrich for students seeking commended status on the EOC.	English Teacher Leader	Increased success in English classrooms, improved scores from diagnostic test or EOC exams and increased success on EOC exams for students attending tutoring in the English lab				
	Problem Statements: Student Academic Achievement 1, 3					
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 7) ELA teachers will incorporate best practice, research-based instructional strategies such as the Gradual Release of Responsibility (GRR) and modelling in classes. Data will be used to plan lessons at the appropriate level of depth and complexity for all ELA TEKS. At-risk students in reading classes will be provided with additional support in a variety of ways. Additional Targeted Support will be provided to current Special Education students in reading through additional tutoring during inclusion or resource classes within the school day in order to increase scores from 14% to 19%.	ELA Teacher Leader Curriculum Director SPED Coordinator	Increased number of students passing English and the English I & II EOC exams				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 3 - School Processes & Programs 1 **Funding Sources**: 166 - State Comp Ed - 8815.00					
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 8) Provide Tutor Specials for at-risk students prior to the retake dates for English I and II EOC exams.	English Teacher Leader English Teachers	Increased number of students passing the EOC exams				
	Problem Statements: Demographics 1 - Student Academic Achievement 3					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
9) Implement two-week comprehensive unit of review activities in English I & II prior to spring EOC test, which addresses high stakes TEKS using multiple learning styles.	English Teacher Leader English I & II teachers	Increased number of students passing the EOC exams				
	Problem Statements: Student Academic Achievement 1					
Additional Targeted Support Strategy 10) Create a watch list of students by sub groups to include ELL, Economically Disadvantage and Special Education to address safeguards outlines in the 2018 Accountability Summary.	English Teacher Leader Assistant Principals SPED Coordinator	Increased performance of students on the English I and II EOC exams				
	Problem Statements: Student Academic Achievement 1, 3					
11) Pull out students for EOC remediation twice a week	English Lead Teacher	Increased number of students passing the English I and II EOC exams				
	Problem Statements: Student Academic Achievement 1, 3					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: The economically disadvantaged represents 41% of our students who failed their English I EOC in 2018. **Root Cause 1**: Students have limited exposure to resources outside of school. Campus, district and community resources could be utilized more effectively to meet this need.

Student Academic Achievement
Problem Statement 1: The current English I EOC STAAR results show 72% passing rate for all students, but only 35% of special education students, 62% of economically disadvantaged students, and 37% of ELL students were successful. The desired results for all should be at or above 82%, and sub population scores should be more closely aligned to the campus average. **Root Cause 1**: Three out of five of the English I teachers were first year teacher and were also involved in extra-curricular activities within the school and were unable to tutor before and after school. There was a low number of students attending and/or participating in tutoring.
Problem Statement 3: More than 60% of re-testers did not meet approaches grade level on Algebra I, English I and II, and Biology Eoc **Root Cause 3**: Re-testers lack the opportunity for remediation, reteach, and instruction between the first attempt of the EOC and additional attempts because they are no longer in the course that corresponds with the subject they failed.

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 1**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

School Processes & Programs

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

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 5: By the end of the school year 2020, student passing rate will increase on U.S. History EOC to 99% . All sub populations, to include SPED and ELL will increase by 6%, our masters rating will increase by 8%, and the percent score will increase by 5%.

Evaluation Data Source(s) 5: Results of the 2020 US History EOC exam.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers created common assessments (formative and summative) will contain EOC-formatted questions and focus on essential learning formulated through PLCs.	Social Studies teachers Social Studies Teacher Leader Curriculum Director	Increase the number of students successful on the U.S. History EOC with regards to the Phase 2 passing standard as well as in the U.S. History course.				
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 3						
2) Social Studies teachers (including SPED and inclusion teachers) will offer tutoring a minimum of twice a week. Teachers will create a watch-list to monitor student progress and will track attendance through sign-in sheets.	Social Studies Lead Teacher, and Social Studies teachers SPED Coordinator	Increased student success on formative and summative assessments and the EOC exams				
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 3						
3) Provide continued professional development with Marcia Tate, Doug Fisher, DuFour, and Fundamental Five with an emphasis on increasing the rigor in the classroom. Teachers will actively implement learning strategies from training's into classroom lessons and use data collected from assessments to evaluate student achievement.	Social Studies teachers Social Studies Teacher Leader Curriculum Director	Walkthrough data and student formative and summative assessment data should reflect increased rigor and student achievement.				
Problem Statements: School Processes & Programs 1						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Additional Targeted Support Strategy 4) Teachers will analyze student data by sub populations to identify areas of concern with a focus on special education, ELL, and economically disadvantaged.	Social Studies Teacher Leader Social Studies Teachers SPED Coordinator	Students will show growth in areas of concerns and increase EOC scores.				
Problem Statements: Student Academic Achievement 4						
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 5) Provide 3 or more tutoring sessions for at-risk students prior to the retake dates for the EOC exams.	Social Studies Teacher Leader Social Studies Teachers	All re-testers successfully pass the EOC exam.				
Problem Statements: Student Academic Achievement 4						
6) The Social Studies department will work with the English department to create a cross-curricular support system for areas of concern on the EOC throughout the year.	Social Studies teachers English teachers	Increased scores on the English II and the US History EOC Re-tester's will show 4% or higher gains on both EOCs.				
Problem Statements: Demographics 1 - Student Academic Achievement 1						
7) Social Studies teachers will incorporate best practice, research-based instructional strategies such as GRR in classes. Data will be used to plan lessons at the appropriate level of depth and complexity for TEKS.	Social Studies Teacher Leader Curriculum Director TTESS appraiser	Increased number of students passing social studies classes, social studies AP/Dual Credit courses, and the U.S. History EOC exam				
Problem Statements: School Processes & Programs 1						
Additional Targeted Support Strategy 8) Create a watch list of students by sub groups to include ELL, Economically Disadvantaged, and Special Education to address safeguards outlines in the 2019 Accountability Summary.	Lead Teachers Assistant Principals per content area	Increased performance of students on the U.S. History EOC exam				
Problem Statements: Student Academic Achievement 4						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: The economically disadvantaged represents 41% of our students who failed their English I EOC in 2018. **Root Cause 1**: Students have limited exposure to resources outside of school. Campus, district and community resources could be utilized more effectively to meet this need.

Student Academic Achievement

Problem Statement 1: The current English I EOC STAAR results show 72% passing rate for all students, but only 35% of special education students, 62% of economically disadvantaged students, and 37% of ELL students were successful. The desired results for all should be at or above 82%, and sub population scores should be more closely aligned to the campus average. **Root Cause 1**: Three out of five of the English I teachers were first year teacher and were also involved in extra-curricular activities within the school and were unable to tutor before and after school. There was a low number of students attending and/or participating in tutoring.

Problem Statement 4: More than 30% of re-testers did not meet approaches grade level on the US History Eoc. **Root Cause 4**: Re-testers lack the opportunity for remediation, reteach, and instruction between the first attempt of the EOC and additional attempts because they are no longer in the US History course.

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 1**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

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

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 6: By the end of 2019-2020 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 Source(s) 6: Improved passing rates for these students in the core areas and EOC exams and increased scores on the PSAT.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) The ELL teacher will support LEP students in their acquisition of English vocabulary through the use of research-based ELL strategies such as SIOP. LEP students will be exposed to vocabulary and concepts needed to succeed in core classes.	ELL teacher, and Curriculum Director	Increased number of LEP students passing the core subjects				
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 263 - ESEA, Title III Part A - 2428.80, 165/ES0 - ELL - 7056.00					
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Use EOC and TELPAS scores to identify needs and focus instruction for the ELL students.	ELL teacher and Counselors	Increased number of ELL students passing core classes and the EOC exams.				
3) Identify incoming freshmen with low reading scores and assign them to the RICA class.	Curriculum Director Counselors RICA teacher	Increased number of students passing core classes and the EOC exams.				
4) Continue to focus on RTI to ensure teachers understand how to best serve our students in need.	RTI Coordinator Teacher Leaders Teachers	Increased number of students passing core classes and the EOC exams.				
	Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1, 3					
Additional Targeted Support Strategy 5) Assign inclusion teachers to core classrooms.	SPED Coordinator SPED Lead Teacher	Increased number of students passing core classes and the EOC exams.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Additional Targeted Support Strategy 6) Provide online test tutorials for SpEd students prior to EOC exams.	SPED Coordinator Inclusion Teachers	Increased number of students passing the EOC exams.				
Problem Statements: Student Academic Achievement 1, 3, 4						
Additional Targeted Support Strategy 7) Provide remedial reading instruction for the resource and SKILLS students.	SPED Coordinator SPED teachers	Increased number of students passing the core classes and the EOC exams.				
Problem Statements: School Processes & Programs 8						
8) Continue to focus on 504's to ensure teachers understand how to best serve our students in need.	504 Coordinator, Counselors, and Teachers	Increased number of students passing core classes and the EOC exams. Student achievement will continue to rise as they are supported in their classrooms.				
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 9) Monitor the graduation rates of the 2019-2020 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%.	Principal Registrar Assistant Principals Special Ed Coordinator ELL Teacher Teacher Leaders Counselors	Meeting or exceeding the state graduation standards.				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 3						
10) Provide tutorials for freshman students prior to the PSAT exam.	Lead Teachers English I and Algebra I teachers Curriculum Director CIS	Increased number of students achieving the score needed on the PSAT so that they to no have to take the EOC exams in English I and Algebra I. Student achievement will continue to rise as they are supported in their classrooms.				
Problem Statements: Student Academic Achievement 5, 6						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: The economically disadvantaged represents 41% of our students who failed their English I EOC in 2018. **Root Cause 1**: Students have limited exposure to resources outside of school. Campus, district and community resources could be utilized more effectively to meet this need.

Student Academic Achievement
Problem Statement 1: The current English I EOC STAAR results show 72% passing rate for all students, but only 35% of special education students, 62% of economically disadvantaged students, and 37% of ELL students were successful. The desired results for all should be at or above 82%, and sub population scores should be more closely aligned to the campus average. **Root Cause 1**: Three out of five of the English I teachers were first year teacher and were also involved in extra-curricular activities within the school and were unable to tutor before and after school. There was a low number of students attending and/or participating in tutoring.
Problem Statement 3: More than 60% of re-testers did not meet approaches grade level on Algebra I, English I and II, and Biology Eoc **Root Cause 3**: Re-testers lack the opportunity for remediation, reteach, and instruction between the first attempt of the EOC and additional attempts because they are no longer in the course that corresponds with the subject they failed.
Problem Statement 4: More than 30% of re-testers did not meet approaches grade level on the US History Eoc. **Root Cause 4**: Re-testers lack the opportunity for remediation, reteach, and instruction between the first attempt of the EOC and additional attempts because they are no longer in the US History course.
Problem Statement 5: PSAT scores for ERW (English, Reading, and Writing) show a school average of 417 out of 720. The campus scores fall lower than the states average of 423. The desired results should be at or above 450. **Root Cause 5**: Students lacked the opportunity to attend additional tutoring focused primarily on the PSAT. The teachers lack experience with implementing study strategies for the PSAT.
Problem Statement 6: Most freshman did not score the minimum score of 450 on the 2018 PSAT Math portion to receive the exemption from the Algebra I EOC in 2019. **Root Cause 6**: Students did not know this was an option because the teachers were not aware either. There was not time to plan and hold PSAT bootcamps at the campus level to provide tutoring sessions for the students to be successful on the PSAT.

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 1**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.
Problem Statement 3: PLC Leaders, Department Heads, and Campus Administrators observed that PLC use data from common formative assessments less than 50% of the time to drive instruction. **Root Cause 3**: Departments focus more on summative data verses looking at formative data during the allotted PLC time.
Problem Statement 8: Skills teachers will need more planning and curriculum support from content areas to help Skills students gain access to grade level TEKS and curriculum. This support will better prepare Skills students to take the state assessment with their non-disabled peers. **Root Cause 8**: The campus has not yet found a way to make time for special education teachers to participate effectively in grade-level PLCs. More support is needed.

Goal 2: Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.

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 Source(s) 1: PLC Agendas, Professional development records, Walk-throughs, common assessment data and formative/summative

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Enable teachers to better track student performance on common assessments by using the Lexmark scanner to disaggregate student data by standards and student subgroups.	Teachers, Teacher Leaders Curriculum Director	Student success begins to be tracked in PLCs. Improved EOC scores and student passing rates in core classes.				
Problem Statements: School Processes & Programs 3						
TEA Priorities Recruit, support, retain teachers and principals 2) Staff will attend professional development training to include GRR, Learning Targets and Tasks, Visible Learner, Dufour PLC Conference, Solution Tree Response to Intervention, Lead4Ward and Springboard. Admin staff will support teachers in and monitor implementation of strategies learned in these trainings.	Principal, Curriculum Director, Administrative Staff, All Teachers, and SPED teachers	Teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.				
Problem Statements: School Processes & Programs 1, 7 **Funding Sources**: 166 - State Comp Ed - 28685.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 3) In PLCs teacher leaders and core teachers will read, discuss, analyze, and reflect and put into practice the important aspects ofaC/ "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 student success.	Teacher Leaders Teachers Admin Staff	Increase student achievement. Teachers increasing rigor in the classroom.				
		Problem Statements: School Processes & Programs 1				
4) Provide lunch specials for the new teachers once a month to focus on The Fundamental Five through book study.	Curriculum Director Campus Instructional Specialist Teacher Leaders	Increase skill set of new teachers and see increase in implemented strategies from the book.				
		Problem Statements: School Processes & Programs 1				
TEA Priorities Recruit, support, retain teachers and principals 5) Provide professional development training that will focus on the unique needs of GT students.	Principal Curriculum Director Curriculum Instructional Specialist	Teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.				
TEA Priorities Recruit, support, retain teachers and principals 6) Provide Professional Development from guest speaker for teachers during the school year.	Curriculum Director Campus Instructional Specialist	Teachers will create positive relationships and cultures of high expectations in their classrooms with a focus on student achievement; this will be evidenced in instructional rounds and classroom walk-though data as well as common assessment scores.				
		Problem Statements: School Processes & Programs 1				
TEA Priorities Recruit, support, retain teachers and principals 7) 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.	Curriculum Director Campus Instructional Specialist					
		Problem Statements: School Processes & Programs 1, 7				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) 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.	Curriculum Director Curriculum Instructional Specialist	Decrease in failure rates for freshmen students				
	Problem Statements: School Processes & Programs 1, 4					
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 9) Provide professional development training that will focus on the unique needs of CTE students.	Principal Curriculum Director Curriculum Instructional Specialist CTE Teachers	CTE teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.				
	Problem Statements: School Processes & Programs 1, 7					
	Funding Sources: 163 - Career & Technology - 21000.00					
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 10) CTE teachers will plan and implement field based experiences to local colleges, etc. to provide student with first hand experience with in the CTE field of study.	CTE teachers Principal Currciulum Director	Increased enrollment in CTE courses. Increased student success in all CTE Courses				
	Problem Statements: School Processes & Programs 7					
	Funding Sources: 163 - Career & Technology - 11000.00					

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

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 1**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.
Problem Statement 3: PLC Leaders, Department Heads, and Campus Administrators observed that PLC use data from common formative assessments less than 50% of the time to drive instruction. **Root Cause 3**: 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 4**: Students/Parents are not informed about various programs and prerequisites at an early stage for their student to meet the requirements for the programs.

School Processes & Programs

Problem Statement 7: Instructional rounds data showed that students still need to engage at higher cognitive levels. **Root Cause 7**: HHHS teachers may need more training in order to help students understand what they need to do to think at higher levels.

Goal 3: All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

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

Evaluation Data Source(s) 1: 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.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Automated call system will be used to call parents about progress reports, report cards, and other important events at HHHS.	Curriculum Director	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				
Problem Statements: School Processes & Programs 4 - Perceptions 1						
2) 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.	Curriculum Director Student Activities Coordinator	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.				
Problem Statements: School Processes & Programs 4 - Perceptions 1						
3) Student 2 Student organization to help new students make the transitioning to HHHS easier and more pleasant.	Club Sponsor and Student Activities	Repeated national recognition as the number one "S2S" organization in the nation Positive feedback from and integration of new students to HHHS				
Problem Statements: School Processes & Programs 4 - Perceptions 1						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.	Student Activities Director	Increased participation and feedback from students of promoted academic events on campus.				
Problem Statements: School Processes & Programs 4 - Perceptions 1						
Funding Sources: 166 - State Comp Ed - 1500.00						
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.	Student Activities Director	Increased attendance at events, informative weekly update increases student and staff morale				
Problem Statements: School Processes & Programs 4 - Perceptions 1						
TEA Priorities Build a foundation of reading and math 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.	Principal Curriculum Director Department Principal CIS ELL Teacher	ELL performance will improve with increased collaboration between school and home.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 4						

| 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = Discontinue |

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The current English I EOC STAAR results show 72% passing rate for all students, but only 35% of special education students, 62% of economically disadvantaged students, and 37% of ELL students were successful. The desired results for all should be at or above 82%, and sub population scores should be more closely aligned to the campus average. **Root Cause 1**: Three out of five of the English I teachers were first year teacher and were also involved in extra-curricular activities within the school and were unable to tutor before and after school. There was a low number of students attending and/or participating in tutoring.

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 4**: 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: 50% or less of our student body attends school events such as athletics, Fine Arts, UIL academic meets, and pep rallies. **Root Cause 1**: Students are not attending events because they are not connected to campus through a club/organization or extra-curricular activity.

Goal 3: All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

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 Source(s) 2: 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.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Presentation of KISD Board Awards	Student Activities Office	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				
2) City of Killeen Youth Conference; Leadership Conferences and Participation	Roxanne Flores, City of Killeen, Brenda Smith, KISD Volunteer Office and Student Activities Office	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.				
3) Junior Ambassadors, where students will be chosen through an application process to serve on this board.	City of Harker Heights Chamber of Commerce Student Activities Office	Students will assist with community events, such as parades, fund raising activities, luminary sales while working with local leadership				
4) Partner with Rotary Club to recognize student of the semester(two times a year)	Student Activities Office	Increase interactions of HHHS and the community.				
5) 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.	Student Activities Office and Counselors	Increase opportunities for students to participate in the community.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Students will be encouraged to participate in community service activities through memberships in campus based organizations and clubs.	Student Activities Director Organization and club sponsors	Increase number of students participating in campus based service organizations and list of service activities.				
7) Leadership Vision XXI - Leadership program with the Chamber of Commerce to promote leadership in different aspects of the community.	Student Activities Coordinator City of HH Chamber of Commerce	Increased number of students participating in community events and partnerships				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 4: Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

Performance Objective 1: To provide a safe, positive learning environment for students and staff.

Evaluation Data Source(s) 1: 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.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teacher duty stations before school, lunch time, and after school along with administrative staff to monitor the students.	HHHS Staff	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.				
2) Presentation on Respect for Others through the World Geography and World History classes.	Counselors	Fewer incidents of bullying and open conversations about peers.				
3) All visitors will check in at the front office and receive a visitor's badge. Additionally, every adult in the building will challenge any person observed not wearing the proper ID.	HHHS Staff	All visitors will be greeted cordially and checked for a visitor's pass and directed to the front office if proper ID not observed.				
4) Promote and support Crime Stoppers on campus	Campus Police, Administration Staff, and HHHS Staff	Reduction of crime on campus.				
5) Continued use of 109 high resolution cameras to monitor student activity in hallways, stairwells and campus exterior perimeter.	Campus Police and Administration Staff	Decreased number of thefts, assaults , and petty crimes.				
6) Red Ribbon week to make students aware of the dangers of drug use.	Activities Director	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.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Provide access to Bully Reporter to report bullying conflicts among students and track trends among students.	Discipline Assistant Principals	Increase use of bully reporter. Decrease incidences of bullying.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 4: Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

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

Evaluation Data Source(s) 2: Train staff and students on safety precautions and procedures in the event of an emergency.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct monthly fire drills	HHHS Staff & Assistant Principals	Observe and strive to evacuate the building under three minutes in a safe and orderly manner.				
2) Conduct bi-annual tornado drills to ensure students and staff are aware of proper procedures in the event of a tornado.	HHHS Staff & Assistant Principals	Observe and determine if all students and HHHS staff know the areas of safety and the safety procedures in case of a tornado.				
3) Conduct monthly lock-down drills to ensure student and staff are aware of proper procedures in the event of a campus lock-down.	HHHS Staff & Assistant Principals	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 .				
4) All visitors enter through safety vestibule to check-in at the front office to receive a visitor's badge.	HHHS Staff Front Office Secretary	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.				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Goal 5: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 1: Harker Heights High School has a commitment to the implementation of educational initiatives which increases the campus educational environment for the students and staff.

Evaluation Data Source(s) 1: Harker Heights High School will annually review our campus performance through our campus committees to evaluate the implemented initiatives throughout the school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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 accomplishing our goals and areas that have become a concern.	Principal SBDM Committee Curriculum Director	The Committee through their feedback will help our campus continue to implement and assess the needs of the campus to ensure the campus is focused on creating a positive educational experience for the students who attend Harker Heights High School.				
2) PLCs will create and assist in meeting the needs of the campus through monthly meetings that focus on areas that have educational teaching strategies to improve student performance not only in the classroom but also as a campus.	Administrative Staff Teaching Staff Curriculum Director	Teacher directed educational opportunities for students to perform at higher levels of learning and an increase in school spirit.				
3) Increase the number of students with access to technology through the BYOD policy to enhance the educational atmosphere through the campus.	Administrative Staff, Teaching Staff, and Technologist	The BYOD will foster a positive educational experience that meets the needs of the 21st Century Learner.				
4) 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.	DEAC Committee Member and Administrative Representative	Teachers will develop stronger peer relationships resulting in a positive work environment, which will directly affect the educational experiences of their students.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Maintenance Facilities Improvement Committee (MFIC) will assess the needs of outdoor communal spaces to accommodate the growing needs of campus life.	MFIC members and SBDM	Campus is meeting the needs of the student population.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator/Chair	Jorge Soldevila	Principal
Business Representative	Kelli Beason	Business Representative
Classroom Teacher	Alyssa Christ	Teacher-Social Studies/AVID
Classroom Teacher	Matthew Evans	Teacher-Elective
Classroom Teacher	Amy Hampton	Teacher-Social Studies
Classroom Teacher	Nicole Suman	Teacher-English
Classroom Teacher	Jennifer Lee	Teacher-CTE
Classroom Teacher	Monica Smith	Teacher-Special Education
Classroom Teacher	Cathy Tollett	Teacher-Math
Classroom Teacher	Sarah Stephens	Teacher-Spanish
Classroom Teacher	Tonya Maxwell	Teacher-Math
Classroom Teacher	Douglas Harler	Teacher-Social Studies
Classroom Teacher	Michelle Metzger	Teacher-Science
Classroom Teacher	Barton Jacques	Teacher-Science
Classroom Teacher	Shirretha Nelson	Teacher-P.E.
Non-classroom Professional	Kimberly Shultz	School Counselor
District-level Professional	Laura Dunnells	District Special Education Coordinator
Non-classroom Professional	Jeffery Houston	Attendance Officer
Community Representative	Kevin Jones	
Classroom Teacher	John Cook	Teacher-Math

Campus Funding Summary

166 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Technology for At Risk students use in the field of math.	166.11.6398.00.007.24.AR0	$22,159.00
1	2	2	Instructional supplies for At-Risk students-dry erase sleeves, spiral notebooks	166.11.6399.00.007.24.AR0	$8,400.00
1	2	5	Tutors for at-risk students	166.11.6118.CA.007.24.AR0	$3,300.00
1	4	7	Purchase dictionaries for At Risk student use	166.11.6329.00.007.24.AR0	$500.00
1	4	7	Achieve 3000 for at-risk students	166.11.6396.00.007.24.AR0	$7,500.00
1	4	7	Discovery Education subscription for the Videostreaming Plus to build student mastery of subject.	166.11.6299.OL.007.24.AR0	$815.00
2	1	2	Dufour PLC Conference to build instructional capacity for planning for at risk students	166.23.6411.00.007.24.AR0	$4,185.00
2	1	2	Dufour PLC Conference to build instructional capacity for planning for at risk students	166.13.6411.00.007.24.AR0	$10,000.00
2	1	2	Subs for Teachers to participate in professional development training and intervention planning targeting At-Risk students.	166.11.6116.00.007.24.AR0	$4,500.00
2	1	2	Attend additional teacher professional development opportunities focused on research-based strategies and interventions.	166.13.6411.00.007.24.AR0	$10,000.00
3	1	4	Campus branded items for the promotion of career event participation and positive culture recognition.	166.11.6498.00.007.24.AR0	$1,500.00
				Sub-Total	$72,859.00
				Budgeted Fund Source Amount	$72,859.00
				+/- Difference	$0

165/ES0 - ELL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Controlled Items-Tech for LEP Students	165.11.6398.00.007.25.ES0	$3,516.00
1	6	1	Rosetta Stone Program for LEP Students-necessary for language acquisition to leverage into academic achievement	165.11.6396.00.007.25.ES0	$2,000.00
1	6	1	Reading materials for LEP students	165.11.6329.00.007.25.ES0	$1,000.00
1	6	1	Instructional Supplies for LEP students-spiral notebooks, composition books, markers, papers, pencils, etc.	165.11.6399.00.007.25.ES0	$540.00
				Sub-Total	$7,056.00
				Budgeted Fund Source Amount	$7,056.00
				+/- Difference	$0

263 - ESEA, Title III Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Instructional Supplies for LEP students-Consumable workbooks targeted to specific levels, weekly periodicals targeted to ELL	263.11.6399.LE.007.25.000	$1,428.80
1	6	1	Technology Supplies for LEP students-Computers and iPads for students to access online learning and work on projects for other classes	263.11.6394.LE.007.25.000	$1,000.00
				Sub-Total	$2,428.80
				Budgeted Fund Source Amount	$2,428.80
				+/- Difference	$0

163 - Career & Technology

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Instructional Supplies for CTE teachers	163.11.6399.00.007.22.000	$32,000.00
1	1	12	Controlled Technology Supplies for CTE teachers	163.11.6398.00.007.22.000	$80,000.00
2	1	9	CTE PD training to enhance the learning for CTE students	163.13.6411.00.007.22.000	$21,000.00
2	1	10	CTE student travel	163.11.6412.00.007.22.000	$5,000.00
2	1	10	CTE Teacher travel	163.36.6411.00.007.22.000	$6,000.00

163 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$144,000.00
				Budgeted Fund Source Amount	$144,000.00
				+/- Difference	$0
				Grand Total	$226,343.80

Addendums

Campus Information

District Name	Killeen ISD	Campus Name	Harker Heights High School	Superintendent	Dr. John Craft	Principal	Jorge Soldevila
District Number	014906	Campus Number	014906007	District Coordinator of School Improvement (DCSI)	David Manley	ESC Support	Region 12 / David Hamilton

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**David Manley**
Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Dr. Susan Buckley**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Jorge Soldevila, 9/11/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain I Score: 90, Domain 2 Score: 90, Domain 3 Score: 80
	What changes in student group and subject performance are included in these goals?	Our special education population performance outcomes are lower than where we need them to be so we would like to see at least a 10 point scale score increase for each domain of STAAR accountability.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Our Hispanic and economically disadvantaged students did not meet graduation rate goal of 90% by less than 5%. Focus will be on students receiving special education services to promote an 18% increase in graduation rate and meet established target of 90%.

Self-Assessment Results
(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	4

5.3 Data-driven instruction.		3	
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.	
Rationale	Curriculum and instruction require an intentional and purposeful focus on meeting the needs of students with disabilities and English learners through effective accommodations and modifications to be implemented with fidelity in all classrooms.	PLC system is currently in place and functioning well as teachers collaborate to plan instructional experiences. Teachers also work together to debrief from common assessment data and implement targeted remediation. Work is underway to bring campus leadership alongside teachers in the work.	
Desired Annual Outcome	Teachers will collaborate to create detailed lessons that are aligned with the TEKS as well as with the focus on CCMR; teachers will also implement collaboratively planned lessons with fidelity as evidenced by walkthrough and student achievement data.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	
Barriers to Address During the Year	Teachers are still struggling with target-task alignment, especially at the level of rigor required for high student achievement.	Data analysis can be time-consuming; time is a precious resource that is difficult to allocate specifically to data analysis.	

District Commitment Theory of Action:	If the principal supervisor supports the principal by providing consistent coaching on data-driven instruction and alignment, the principal will be able to share that coaching feedback with the rest of the leadership team and improve consistency in instructional coaching on the campus.

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	**Capacity Builder**		

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
9	Algebra I	CUA Benchmark	70		CUA Benchmark	70		CUA Benchmark	70		STAAR	45	
9	Biology	CUA Benchmark	80		CUA Benchmark	80		CUA Benchmark	80		STAAR	70	
9	English I	CUA Benchmark	70		CUA Benchmark	70		CUA Benchmark	70		STAAR	45	
10	English II	CUA Benchmark	70		CUA Benchmark	70		CUA Benchmark	70		STAAR	65	
11	U.S. History	CUA Benchmark	70	42	CUA Benchmark	70		CUA Benchmark	70		STAAR	90	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction	
Desired Annual Outcome	Teachers will collaborate to create detailed lessons that are aligned with the TEKS as well as with the focus on CCMR; teachers will also implement collaboratively planned lessons with fidelity as evidenced by walkthrough and	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	
Desired 90-day Outcome	Teachers will increase consistency in target/task alignment.	Teachers will use planning days to design and implement bridge days based on student CUA data.	
Barriers to Address During this Cycle	Appraisers currently lack a consistent message regarding expectations for target and task communication to students.	Teachers need adequate time to analyze data in order to better drive their instructional practices.	
District Actions for this Cycle	The leadership team will need guidance from the district regarding target/task expectations.	Lead4Ward training provided.	
District Commitments Theory of Action	If the principal supervisor supports the principal by providing consistent coaching on data-driven instruction and alignment, the principal will be able to share that coaching feedback with the rest of the leadership team and improve consistency in instructional coaching on the campus.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Purpose-setting for instructional leadership meetings.	4.1, 5.3	August 26th	Agendas, Recurring calendar invites	Jorge Soldevila	Minutes from the meeting will reflect focus on prioritized areas	ongoing		
Initial PLC presentations will focus on alignment.	4.1	September 11th	Agendas, Recurring calendar invites	Leadership team, teacher leads, teachers	Unit Progression maps will be aligned, walkthrough evidence will show target/task alignment	Bi-weekly (ongoing)		
Additional PLCs will focus on instructional strategies such as GRR.	4.1	September 25th	Agenda	Leadership team, teacher leads, teachers	Coaching walkthroughs will reflect improved GRR implementation and consistent lessons across	Ongoing		
Department planning days will be used partly for data analysis.	5.3	Beginning September 17th (different days throughout marking period based on department)	Planning day agenda, bridge day plans	Teacher leads, Department principals, teachers	Bridge day plans will be based on CUA data analysis and target specific areas of need, leading to increased	Varied by department		
Lead 4ward data training.	5.3	September 26th	Lead 4ward access, time to meet with departments	Department principals, curriculum office, teacher leads	Agenda for meeting	September 26th		
Walkthrough calibration to ensure that leadership is on the same page regarding best instructional practices and implementation.	4.1	September 30th	Coaching tool	Leadership team	Walkthrough feedback delivered to teachers	October 1st		
EOC remediation will be implemented targeting struggling students based on current EOC data.	5.3	Weekly beginning October 8th	Teacher-created watchlists, remediation resources (released tests, Measuring Up workbooks, etc.)	Curriculum department, teachers leaders	Tutoring schedule, sign-in sheets	Ongoing		

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction	
Desired Annual Outcome	Teachers will collaborate to create detailed lessons that are aligned with the TEKS as well as with the focus on CCMR; teachers will also implement collaboratively planned lessons with fidelity as evidenced by walkthrough and	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	
Desired 90-day Outcome	PLCs will continue to focus on collaborative planning and alignment.	Data will continue to drive PLC work as teachers note patterns in student achievement based on CUA data.	
Barriers to Address During this Cycle	Teachers may begin to get bogged down in other school business, leaving less time for collaboration and planning.	Teachers may begin to get bogged down in other school business, leaving less time for collaboration and planning.	
District Actions for this Cycle	Training for leadership teams with an emphasis on alignment (instructional rounds suggestions).	Continued support with Lead4ward training and implementation.	
District Commitments Theory of Action	If the principal supervisor supports the principal by providing consistent coaching on data-driven instruction and alignment, the principal will be able to share that coaching feedback with the rest of the leadership team and improve consistency in instructional coaching on the campus.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Continuation of instructional leadership meetings with specific agendas	4.1, 5.3	Weekly	Agendas, Recurring calendar invites, unit progression maps, CUA data, and Lead4ward documents	Jorge Soldevila	Minutes from the meeting will reflect focus on prioritized areas	Ongoing		
PLCs will focus on classroom instructional strategies, collective efficacy, and classroom management	4.1	January 16th, February 12th, and February 26th	Agendas, unit progression maps	Leadership team, teacher leads, teachers	Coaching walkthroughs will reflect improved GRR implementation and consistent lessons across	Ongoing		
PLCs will address data analysis	5.3	January 30th	Agenda, CUA data	Leadership team, teacher leads, teachers	Bridge day plans will be based on CUA data analysis and target specific areas of need, leading to increased	Ongoing		
Department planning days will be used partly for data analysis	5.3	Beginning January 6th (different days throughout marking period based on department)	Planning day agenda, bridge day plans	Teacher leads, Department principals, teachers	Bridge day plans will be based on CUA data analysis and target specific areas of need, leading to increased	Ongoing		
Walkthrough calibration to ensure that leadership is on the same page regarding best instructional practices and implementation	4.1	January 15th	Coaching tool	Leadership team	Walkthrough feedback delivered to teachers	January 15th		
EOC remediation will be implemented targeting struggling students based on recent CUA data	5.3	Weekly beginning January 7th	Teacher-created watchlists, remediation resources (released tests, Measuring Up workbooks, etc.)	Curriculum department, teacher leaders	Tutoring schedule, sign-in sheets	Ongoing		

Reflection and Planning for Next 90-Day Cycle		
Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Milestones	**New Milestones**
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction	
Desired Annual Outcome	Teachers will collaborate to create detailed lessons that are aligned with the TEKS as well as with the focus on CCMR; teachers will also implement collaboratively planned lessons with fidelity as evidenced by walkthrough and	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	
Desired 90-day Outcome	Unit Progression maps accumulated over the year will show increased collaboration and consistency.	CUA and other campus data and bridge day implementation will result in improved student outcomes on EOCs.	
Barriers to Address During this Cycle	The testing calendar and other spring commitments make it difficult to provide time for effective collaboration.	CUA, MAP, and formative assessment data may not directly align with EOC requirements.	
District Actions for this Cycle	Planning for CFA 2.0 implementation for non-tested areas.	Planning for CFA 2.0 implementation for non-tested areas.	
District Commitments Theory of Action	If the principal supervisor supports the principal by providing consistent coaching on data-driven instruction and alignment, the principal will be able to share that coaching feedback with the rest of the leadership team and improve consistency in instructional coaching on the campus.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Continuation of instructional leadership meetings with specific agendas.	4.1, 5.3	Weekly	Agendas, Recurring calendar invites, unit progression maps, CUA data, and Lead4ward documents	Jorge Soldevila	Minutes from the meeting will reflect focus on prioritized areas	Ongoing		
PLCs will focus on classroom instructional strategies, collective efficacy, and classroom management.	4.1	March 18th, April 2nd, April 16th, May 20th	Agendas, unit progression maps	Leadership team, teacher leads, teachers	Coaching walkthroughs will reflect improved GRR implementation and consistent lessons across	Ongoing		
PLCs will address data analysis.	5.3	March 18th, April 2nd, April 16th, May 20th	Agenda, CUA data	Leadership team, teacher leads, teachers	Bridge day plans will be based on CUA data analysis and target specific areas of need, leading to increased	Ongoing		
Walkthrough calibration to ensure that leadership is on the same page regarding best instructional practices and implementation.	4.1	March 25th	Coaching tool	Leadership team	Walkthrough feedback delivered to teachers	March 25th		
End of Year TTESS meetings will result in individual and campus goal-setting.	4.1, 5.3	Varied-beginning April 1st	Teacher goal reflection	Leadership team (department principals)	Teacher reflection and goal-setting documents	April 20th		
EOC remediation will be implemented targeting struggling students based on recent CUA data.	5.3	Weekly	Teacher-created watchlists, remediation resources (released tests, Measuring Up workbooks, etc.)	Curriculum department, teacher leaders	Tutoring schedule, sign-in sheets	Ongoing		

Reflection and Planning for Next 90-Day Cycle		
Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Milestones	**New Milestones**
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

END OF YEAR REFLECTION		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	#REF!	Teachers will collaborate to create detailed lessons that are aligned with the TEKS as well as with the focus on CCMR; teachers will also implement collaboratively planned lessons with fidelity as evidenced by walkthrough and student achievement data.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2			Prioritized Focus Area #3
Essential Action	Teachers will increase consistency in target/task alignment.	Teachers will use planning days to design and implement bridge days based on student CUA data.	0	0	
Rationale					
How will you communicate these priorities to your stakeholders? How will you invest them?					
Desired 90-Day Outcome					
Who will help the campus build capacity in this area?					
Barriers to Address					
District Actions for this Cycle					
District Commitments Theory of Action	0				

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?	
	Carryover Milestones	**New Milestones**
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		