

**Killeen Independent School District**

**Harker Heights High School**

**2024-2025**



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# Comprehensive Needs Assessment

Revised/Approved: June 18, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### **Campus Relationship with Goals in this Priority:**

Harker Heights High School's relationship with the goals in this priority area is grounded in a strategic and data-driven approach. We continuously evaluate our efforts through various forms of evidence, including observations, stakeholder input, and performance data. This ensures that our actions are effective and aligned with our mission and vision.

#### **Process Overview:**

**Data Analysis:** We use comprehensive data analysis to identify trends, strengths, and areas for improvement. This includes state and local assessments, graduation rates, and CCMR indicators.

**Stakeholder Engagement:** Regular engagement with stakeholders through surveys and meetings ensures that our goals reflect the community's needs and aspirations.

**Research and Best Practices:** Our strategies are informed by educational research and best practices, ensuring that we implement effective interventions and respond appropriately when those interventions are not successful.

**Observations and Conversations:** Classroom observations and conversations with teachers provide qualitative data that complement our quantitative analysis.

# Student Success

## Student Success Summary

### **Goal 1: Pathways for all students to build connections**

Harker Heights High School in Killeen ISD serves a culturally diverse community comprised of Killeen, Harker Heights, and Nolanville, Texas. As a proud public education institution that supports the U.S. Armed Forces at Fort Cavazos, Harker Heights students have lived throughout the world and speak a variety of languages, including Spanish, German, Nepalese, and Korean. The mobility rate for our students in 2022-2023 was 18.7%, greater than the State's average of 16.8%. Harker Heights High School (HHHS) is a Texas 6A public high school established in 2001 within the Killeen Independent School District. The most recent information from the state indicates the student demographics at HHHS were as follows:

African American-25.8%, Hispanic-31.9%, White-25%, American Indian-.7%, Asian-4.2%, Pacific Islander-2.2%, Two or more races-9.9%, Female-48.1%, Male, 51.9%.

Harker Heights has several state and local funded programs aimed at targeting the needs of our Talented and Gifted, At-Risk and Special Needs population. The following target populations are susceptible to challenges and changes to academic access: Emergent Bilingual students (6.7%), At-Risk students (52.5%), Economically Disadvantaged students (34.6%), Gifted and Talented students (7.4%), students in foster care (.5%), students who are homeless (.3%), and the 504/Special Education population (28.4% combined). The attendance rate for Harker Heights High School in the most recently released data was 91.8% which is lower than the state's average 92.2%.

With all of the diversity and mobility at HHHS, there are more than 40 clubs or organizations that students can join to become ingrained in the culture of the school. In addition, there are numerous athletic, fine arts, and Career and Technology Student Organizations available to students.

In addition to state and local funding, Harker Heights High School met with stakeholders at the Site-based Decision-Making Committee in April of 2024 and voted in favor of requesting School Board permission to get a waiver to become a Title I school for the 2024-25 school year. The threshold to qualify for Title I funding is to have 40% of students classified as economically disadvantaged. The most recent data showed that HHHS had 34.6% of its students classified as economically disadvantaged. The School Board voted to grant us permission to submit the waiver, so we will receive Title I funds in the 2024-25 school year.

### **Goal 2: All students meet or exceed the Texas grade level standards in reading and writing**

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### **Goal 3: All students meet or exceed the Texas grade level standards in math**

Academic 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 and intervention programs. These efforts will be made even more robust in the coming school year. While Harker Heights High School saw gains in some “Approaches” EOC scores, teachers and leadership are still working to close learning and behavioral gaps.

Since the summer of 2019, district Common Unit Assessment Committees have been collaborating on effective unit progression maps for each unit of instruction in all tested areas. For the 2023-2024 academic year, we continued to emphasize the need for CUA and other common formative data evaluation, and campus teacher collaboration efforts will expand to include academic gap identification, interventions, and learning progressions. Ongoing are efforts to create common assessments to measure growth for subject areas in which there are no universal screeners such as MAP. These efforts will involve campus and district-wide resources and will be ongoing throughout the school year. Looking ahead to the 2024-25 school year, campuses will be given more autonomy in creating common unit assessments as collaborative teams to use throughout the school year.

After receiving Spring 2024 EOC scores, data shows that 28% of students did not approach grade level in Algebra I, 27% and 18% did not meet grade level in English I and II respectively, 5% did not meet grade level in Biology, and 2% did not meet grade level in US History.

<b>HHHS 5 YEARS of EOC</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2019</b>
English I	73%	82%	66%	78%	72%
English II	82%	78%	79%	80%	75%
Algebra I	72%	73%	59%	53%	72%
Biology	95%	92%	85%	86%	89%
U.S. History	98%	97%	94%	93%	97%

Data for the 2023 Texas End of Course (EOC) state assessments were analyzed by subgroup and are summarized below; data disaggregated by subgroup was not yet available for 2024 scores. The most recent disaggregated EOC test data shows concerning patterns for our special populations in the areas of special education, emergent bilingual, and economically disadvantaged. Students are consistently under-performing compared to the campus average. Re-testers have also traditionally under-performed, especially in the areas of English I, English II, and Algebra I. Despite the overall gains made, we anticipate the need to intervene for these groups. Intervention efforts will target our special populations and at-risk students to close the achievement gap.

### 2023 EOC Data

<b>English I</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Harker Heights High School	82%	59%	14%

<b>English I</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Economically Disadvantaged	74%	48%	10%
Emergent Bilingual	72%	43%	8%
Special Education Indicator	50%	25%	8%

<b>English II</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Harker Heights High School	78%	56%	8%
Economically Disadvantaged	71%	50%	5%
Emergent Bilingual	49%	22%	2%
Special Education Indicator	45%	24%	9%

<b>Algebra I</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Harker Heights High School	73%	21%	7%
Economically Disadvantaged	64%	15%	4%
Emergent Bilingual	67%	16%	10%
Special Education Indicator	50%	15%	7%

<b>Biology</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Harker Heights High School	92%	63%	21%
Economically Disadvantaged	87%	48%	14%
Emergent Bilingual	83%	38%	12%
Special Education Indicator	74%	37%	10%

<b>U.S. History</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Harker Heights High School	97%	79%	46%
Economically Disadvantaged	92%	63%	31%
Emergent Bilingual	91%	48%	30%
Special Education Indicator	84%	54%	18%

<b>2023 December Re-testers (At-risk students)</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Algebra I	33%	1%	0%
English I	29%	17%	0%
English II	22%	21%	0%
US History	17%	0%	17%
Biology	45%	10%	0%

## 2023-24 MAP Data

English I: 36.38% of students met MAP growth for the year.

English II: 32.56% of students met MAP growth for the year.

Algebra I: 29.8% of students met MAP growth for the year.

**Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce**

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

Multiple programs are provided to students for college credit. Students may take AP courses beginning their freshman year as well as dual credit courses sophomore year 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 Associate of Arts degree while they work toward their high school diploma. Currently, nearly 700 students attend the Killeen Career Center throughout the day where they may obtain certification in various fields.

HHHS continues working to increase the college, career, and military readiness (CCMR) of our students. The campus conducted TSIA testing with Algebra II and English III students in the fall and the spring to identify students in need of College Prep Math and Reading/Writing courses for college readiness. The students who did not meet the CCMR indicator with the TSIA, SAT, ACT, or other indicator will be scheduled into an academic lab next school year to assist them with earning their CCMR indicator. The CCMR indicator is reported in every domain for the school's state accountability rating.

**Student Success Strengths**

**Student Success Strengths:**

**Goal 1: Pathways for all students to build connections**

- Students have a variety of UIL academic contests they may participate in including numerous student-led clubs. Students participate in yearbook or newspaper production as well as speech and debate. The JROTC program is a stimulus for promoting graduation from high school and future career opportunities by providing real-world instruction. JROTC rewards and opportunities greatly benefit the cadet, the community, and the nation.
- Teachers work diligently to connect with students and provide meaningful learning experiences.
- Students are also given the opportunity to participate in Killeen ISD's Career and Technical Education (CTE) Program. Students in the CTE program benefit from rigorous coursework that include industry certification and instructional business partnerships. Most programs sponsor a CTSO (Career & Technical Student Organization) that provide real-world experiences as well as travel and competition opportunities.
- Additionally, students can enroll in the Texas Bio-science Institute (TBI) program through Temple College. The TBI program offers STEM (Science,



- Technology, Engineering, and Math) college-level courses that promote skills and knowledge in medical and biotechnology careers.
- 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 programs such as S2S training days, freshmen orientation, and leadership camps to foster a sense of belonging among students.
- Create extracurricular and co-curricular opportunities to encourage student participation in school and to help students develop relationships with others.
- Daily and weekly emails are sent to parents through Blackboard Connect communicating information about sports, clubs, activities, testing, grades, and other issues that affect students.
- We have implemented weekly announcements over the intercom during fifth period.
- Use of campus website, Schoology, and social media to keep parents and students 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.
- Students are presented 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.
- 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.
- 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-service.
- We encourage parent/community volunteerism at the school.
- 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.

**Goal 2: All students meet or exceed the Texas grade level standards in reading and writing**

**&**

**Goal 3: All students meet or exceed the Texas grade level standards in math**

- Academic 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 and intervention periods. These efforts will be made even more robust in the coming school year. While Harker Heights High School saw gains in “Approaches” EOC scores, teachers and leadership are still working to close learning and behavioral gaps.

- After receiving Spring 2024 EOC scores, data shows that 28% of students did not approach grade level in Algebra I, 27% and 18% did not meet grade level in English I and II respectively, 5% did not meet grade level in Biology, and 2% did not meet grade level in US History.
- There was growth in EOC scores at Harker Heights High School at the end of the 2024 school year. English II scores increased to 82% from 78% the prior year; Biology scores went up 3% to 95%, and U.S. History scores went up 1% to 98%. The campus is excited about this growth and will continue to build on these successes.
- Dual-credit, Advanced Placement, and Honors courses have held steady in enrollment with about 25% of the student body. The RTI PLC and intervention labs in core content areas have been established to help close the instructional/performance gaps. In 2024, more than 203 half credits were recovered by students that were behind in credits through these labs. These credits that were recovered during the school day assist students in reaching graduation. This credit recovery program is in addition to Evening Academy which is also available for credit recovery but not during the school day. Teachers in all four core areas and one in Special Education tutored the EOC re-testers as well as worked with the teachers to better prepare the students for the rigorous EOC exams.

**Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce**

- The campus focus on students earning a CCMR indicator
- The counselors held a College and Career Fair that invited several trade schools, local colleges, local businesses, and military recruiters to speak with students and inform them of their options for after high school.
- In the last accountability ratings released, Harker Heights High School earned an Accountability Rating of B from the Texas Education Agency. The accountability rating was achieved through a campus focus to providing every student with a rigorous and relevant education, aimed to develop critical-thinking skills and enable all students to become active participants in their own learning through student-centered instruction. Current accountability ratings will be updated once they become available. One of the successes that will contribute to that accountability rating is our projected CCMR indicator rating of “A” for 2024 due to 93% of our seniors earning their CCMR.

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1:** The most recent disaggregated English I EOC STAAR results show only 50% of special education students, 74% of economically disadvantaged students, and 72% of emergent bilingual students were successful on the English I EOC compared to 82% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 2:** The most recent disaggregated Algebra I EOC STAAR results show only 50% of special education students, 64% of economically disadvantaged students, and 67% of emergent bilingual students were successful on the Algebra I EOC compared to 73% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 3:** The most recent disaggregated English II EOC STAAR results show only 45% of special education students, 71% of economically disadvantaged students, and 49% of emergent bilingual students were successful on the English II EOC compared to 78% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 4:** The most recent disaggregated Biology EOC STAAR results show only 74% of special education students, 87% of economically disadvantaged students, and 83% of emergent bilingual students were successful on the Biology EOC compared to 82% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 5:** The most recent disaggregated US History EOC STAAR results show only 84% of special education students, 92% of economically disadvantaged students, and 91% of emergent bilingual students were successful on the US History EOC compared to 97% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 6:** More than 60% of students identified as at-risk (EOC re-testers) are not successful on subsequent attempts to pass the EOC (December of the following year). **Root Cause:** Interventions for these at-risk students (EOC re-testers) are not performed with fidelity in the classroom setting.

**Problem Statement 7:** Preliminary data shows that 28% of students did not approach grade level in Algebra I; 27% and 18% did not meet grade level in English I and II respectively; 5% did not approach grade level in Biology; and 2% did not approach grade level in US History. **Root Cause:** Formative and summative data is not being used with fidelity to drive instruction and plan for interventions within the classroom.

**Problem Statement 8:** 93% of 2023 graduates are projected to earn their CCMR indicator which falls short of the 100% campus goal. **Root Cause:** While this percentage reflects growth from the prior year, there is a lack of campus-wide knowledge about CCMR and the ways students can earn it.

**Problem Statement 9:** For the 2025 school year, 150 students are projected to be lacking in credits needed to graduate. **Root Cause:** Students do not take advantage of opportunities to earn back credits such as summer school and Evening Academy due to time constraints beyond the regular school day.

**Problem Statement 10:** CTE programs require significant resource investment to provide the real-world classroom and travel experiences associated with these courses and related student organizations (CTSOs). **Root Cause:** CTE course learning cannot necessarily be contained to the four walls of a traditional classroom setting.

**Problem Statement 11:** PLC Leaders, Department Heads, and Campus Administrators observed that the PLCs use data from common formative assessments less than 50% of the time to drive instruction. **Root Cause:** Departments focus more on summative data verses looking at formative data during the allotted PLC time.

**Problem Statement 12:** Parents of underclassmen and their students do not know about academic programs and opportunities that are available at HHHS. **Root Cause:** Students and parents are not informed about various programs and prerequisites at an early enough stage for the student to meet the requirements for the programs.

**Problem Statement 13:** Data from Spring 2024 Internal Instructional Rounds and Coaching Walks indicated that in 50% of observed classrooms, students were in the independent or focused phase of instruction. Collaboration and discourse were observed in 25% of classes, but they lacked intention, depth, and purpose. **Root Cause:** HHHS teachers may need more training on how to implement productive group work using academic vocabulary.

**Problem Statement 14:** Student technology device demand exceeds our current inventory. There is insufficient technology on campus for students to use for creative and inventive

endeavors, online testing requirements, interventions, tutorials, or for virtual learning if the need arises again. **Root Cause:** Resources for certain technology needs for the campus are not always available.

**Problem Statement 15:** Parents frequently request information on how to support their students in academics and four-year planning for their futures. **Root Cause:** Parents are not familiar with the technology platform required, nor the CCMR standards so that they can adequately support their students with homework, four-year-plans, etc.

**Problem Statement 16:** 50% or less of our student body attend school events such as athletics, Fine Arts, UIL academic meets, and pep rallies to show connectedness with the campus. **Root Cause:** Students do not attend events because they are not directly involved with a club/organization or extra-curricular activity.

**Problem Statement 17:** Parent feedback indicates that they do not always get notification of student academic issues, limiting their ability to intervene. **Root Cause:** Academic feedback can come from: Home Access Center, teacher email/phone call, student communication, Schoology, counselors, APs, etc. Lack of a consistent notification system or failure to update contact information with the campus could be preventing the notification.

**Problem Statement 18:** Parents of economically disadvantaged students reported they do not know about educational opportunities that are available to students and they lack resources to learn about them on their own. **Root Cause:** Parents of economically disadvantaged students do not attend information sessions or do not have two-way communication with the school.

**Problem Statement 19:** The most recent disaggregated EOC STAAR results show significant decreases in the "Masters" category for students compared to the previous school year. In one subject, the percentage dropped to 6%. **Root Cause:** The 7.4% of the student population that is identified as Gifted and Talented is not performing to their maximum potential.

**Problem Statement 20:** The attendance rate for HHHS students is 91.8% which is below the state average of 92.2%. **Root Cause:** Students do not feel connectedness to the campus enough to draw them in.

**Problem Statement 21:** Economically disadvantaged students and at-risk students do not bring materials to school that they need to be successful. **Root Cause:** These students may not have paper, pencils, highlighters, etc. available at home in order to bring them to school.

**Problem Statement 22:** Safety is a priority at HHHS: building security, student behavior, potential natural disasters, preventing spread of illnesses, and other safety concerns. **Root Cause:** Many factors related to safety are outside the school leadership's control, so it is crucial to have strong systems for preventing safety issues as well as responding swiftly and effectively to concerns.

# Human Capital

## Human Capital Summary

### **Goal 1: To Recruit and Retain Staff by Promoting a Positive Work Environment and Providing a Competitive Compensation and Benefits Plan**

- In 2023, HHHS employed approximately 133 teachers out of 162 professional staff members. The greatest percentage of teachers (29%) had between 11-20 years of experience. However, 26.7% of our teachers had between 0-5 years of experience. Thus, over half of our teachers have fewer than 10 years teaching experience.
- As part of a District of Innovation, some of our teachers are not yet fully certified and are obtaining their certification while simultaneously working through an alternative certification program.
- As part of the Teacher Incentive Allotment, HHHS has 5 teachers that qualify as Recognized, Exemplary, or Master.

### **Goal 2: Implement Effective Standards and Practices to Consistently and Strategically Staff Campuses and Departments**

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

### **Goal 3: Identify and Provide Ongoing Training and Coaching Needed for Staff to Build Their Professional Capacity**

- As we move into the 2024-2025 school year, professional development opportunities will remain a priority for all teachers to improve learning for all students.
- Large-group and small group PLCs will be intentionally planned, and the emphasis will be on effective use of the Gradual Release of Responsibility model (GRR), instructional discourse, and building positive relationships.
- Harker Heights recognizes the need for teachers and campus leaders to be trained and have the flexibility to address future challenges in maintaining high expectations for student achievement. It is imperative that teachers be supported in continued professional education

both in-district and beyond.

- Teachers must continue to update training in service to certain student populations such as homeless (HARP), at-risk, economically disadvantaged (Title I), special education, and G/T.
- Continuous and focused data analysis is recognized as an essential process at Harker Heights HS. Professional Learning Communities strive to improve student performance through unit progression planning and common assessments. Teacher Leaders model best teaching practices during professional development opportunities, meeting regularly with administration to monitor and identify needed resources.
- Our campus conducted instructional rounds to assess the Gradual Release of Responsibility model. The data indicated that in 42% of classes students worked independently; 25% worked collaboratively; 25% worked in guided instruction; and 8% worked in focused instruction. This is a slight improvement in collaboration from the previous school year. Other data from those instructional rounds noted students that were distracted/off task; the instructional task and target of the lesson did not align in multiple classrooms; and that there were not enough electronic devices for a full class of students to utilize during an activity. Campus leadership, to include teacher leaders, plans to focus on collaborative learning strategies and student engagement through the momentum plan and accompanying PD.

#### **Goal 4: All Staff Will Have Formal and Informal Opportunities to Give and Receive Feedback Regarding Job Satisfaction and Performance**

- Teachers receive feedback throughout the school year. Administrators provide a minimum of six walk-throughs, two of which are coaching walks.
- Professional development is provided multiple times throughout the semester and planning days are provided to core content area teachers. Best strategies and practices are demonstrated in large group PLC's.
- Special Education teachers all attend, collaborate, and provided differentiated instructional strategies at subject level professional learning communities and participate in planning days.
- HHHS administrators have observed that strategies taught in PLCs are often not implemented into classroom instruction or classroom management. They noted this trend by analyzing walk-through data, Instructional Rounds data, and internal rounds data. Additional input has been provided from PLC leaders. An examination of the data also revealed that students are not engaging in instructional discourse and collaboration. Further analysis and discussion of this data was analyzed during small group and large group PLCs.
- As part of T-TESS, teachers are asked to set goals and review and reflect on them with their appraiser.

### **Goal 1: To Recruit and Retain Staff by Promoting a Positive Work Environment and Providing a Competitive Compensation and Benefits Plan**

- The district offers competitive salaries and benefits that are regularly reviewed and adjusted to remain competitive with neighboring districts. Initiatives to recognize and reward staff contributions have fostered a positive work environment.
- High staff retention rates and positive feedback from staff surveys indicate that the compensation and benefits plan is effective. Recognition programs such as “Teacher of the Month” and “Staff member of the Month” have been well-received.

### **Goal 2: Implement Effective Standards and Practices to Consistently and Strategically Staff Campuses and Departments**

- The district has developed a robust staffing plan that aligns with student needs and district priorities. Recruitment efforts include partnerships with universities to serve as hosts for clinical teachers and participation in job fairs.
- HHHS has served as a host campus to multiple clinical teachers in the past few years. These connections to the campus serve as catalysts to hire those people once they are eligible.
- 98% of positions were filled with qualified staff by the start of the school year. Recruitment shows a steady influx of qualified candidates, and the on-boarding process has been streamlined to ensure new hires are well prepared.

### **Goal 3: Identify and Provide Ongoing Training and Coaching Needed for Staff to Build Their Professional Capacity**

- The district offers a variety of professional development opportunities tailored to the specific needs of different departments and roles.
- A mentoring program for new teachers has been successfully implemented.
- Staff participation in professional development programs has increased, and feedback indicates that the training is relevant and useful. The mentoring program has received positive reviews from new teachers, who report feeling more supported and prepared.
- New Teacher Induction professional development events are held for teachers with less than 1 year of experience.

- Teachers meet in subject level groups regularly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.
- Professional development is created and delivered by HHHS teachers and administrators, differentiated based on the needs of the teachers through input such as surveys.
- Internal Instructional Rounds and Coaching Walks have been introduced to the teachers to help develop a common understanding of campus-wide improvement needs and goals.
- KISD offers a variety of professional development throughout the year, as does the Region XII Service Center.
- Professional development opportunities are regularly attended by the staff.

#### **Goal 4: All Staff Will Have Formal and Informal Opportunities to Give and Receive Feedback Regarding Job Satisfaction and Performance**

- Regular surveys and feedback mechanisms allow staff to express their satisfaction and suggest improvements. Performance evaluations are comprehensive and include self-assessments, peer reviews, and supervisor feedback.
- Increased staff engagement and satisfaction scores from surveys demonstrate the effectiveness of these feedback mechanisms. Performance evaluation reports indicate that staff feel the process is fair and constructive.
- Paraprofessionals were also given the opportunity to self-reflect and receive feedback on job performance in the 2023-24 school year.

#### **Problem Statements Identifying Human Capital Needs**

**Problem Statement 1:** Challenges in staffing specialized positions, such as special education, CTE, and STEM teachers, persist. **Root Cause:** There is a high demand and limited supply of qualified candidates for these specialized roles. These candidates may even take a cut in pay to work in education instead of their fields of study.

**Problem Statement 2:** According to surveys, some staff members feel that their feedback is not adequately addressed or acted upon. **Root Cause:** There is a lack of a structured process for responding to feedback that would provide clarity and transparency.

**Problem Statement 3:** Teachers need to be coached to address challenges in maintaining high expectations for student achievement. **Root Cause:** Standards and assessments have changed or less experienced staff is not familiar with the specificity needed for instruction.

**Problem Statement 4:** Not all staff are fully aware of updated policies and procedures, leading to inconsistent implementation. **Root Cause:** Gaps in communication and training regarding policy updates.

**Problem Statement 5:** Harker Heights High School staff needs professional development to improve student achievement and teacher capacity. **Root Cause:** More than 50% of



staff have fewer than ten years of experience.

**Problem Statement 6:** Safety is a priority at HHHS: building security, student behavior, potential natural disasters, preventing spread of illnesses, and other safety concerns. **Root Cause:** Many factors related to safety are outside the school leadership's control, so it is crucial to have strong systems for preventing safety issues as well as responding swiftly and effectively to concerns.

**Problem Statement 7:** The attendance rate for HHHS students is 91.8% which is below the state average of 92.2%. **Root Cause:** Students do not feel connectedness to the campus enough to draw them in.

# Financial Stewardship

## Financial Stewardship Summary

Harker Heights High School is committed to achieving excellence in financial stewardship by ensuring that our resources are used effectively and transparently to support student success. Our relationship with the goals in this priority area involves a thorough process of data-driven decision-making, stakeholder engagement, and continuous evaluation. By focusing on these goals, we aim to optimize resource allocation, maintain financial transparency, and foster a positive culture and climate within our district.

### Process Overview:

**Data Analysis:** We regularly analyze financial data to make informed decisions about resource allocation. This includes reviewing budget reports, expenditure tracking, and cost-benefit analyses.

**Stakeholder Engagement:** We actively involve stakeholders, including staff, parents, and community members, in the budgeting process. This ensures that our financial decisions reflect the needs and priorities of our school community. The Site-based Decision-Making Committee meets throughout the school year to evaluate the status of the Campus Improvement Plan. In addition, we poll our staff for department-specific needs such as lab supplies, reading materials, technology, etc.

**Research and Best Practices:** Our financial strategies are informed by research and best practices in educational finance management. This helps us implement effective and sustainable financial practices. The Principal, Dean of Academic Instruction, Campus Instructional Specialist, and budgetary secretaries meet and discuss the status of accounts, encumbrances, and spending deadlines.

**Observations and Conversations:** School leadership conducts regular observations and holds conversations with staff and other stakeholders to gather qualitative data on financial needs and effectiveness. Needs are communicated and shared with the SBDM to see if the Committee approves of them prior to expenditures being made. The decisions made by the SBDM are then communicated to the stakeholders. If needed, amendments can be brought to the SBDM for consideration.

## Financial Stewardship Strengths

### Goal 1: Use Data-Driven Planning to Prioritize Resource Allocations

- The campus effectively uses data to prioritize resource allocations, ensuring that funds are directed towards programs and initiatives that have the greatest impact on student success.
- Budget reports and resource allocation reviews demonstrate that financial decisions are consistently aligned with district goals. Stakeholder feedback indicates satisfaction with how resources are prioritized.
- Teachers were asked to prioritize items and needs to support students. From those lists, we allocated funds according to the needs, with the understanding that there would be checkpoints along the way to re-evaluate.
- At the beginning of the school year, meetings were held with various staff members such as CTE teachers to review budget allocations and procedures for procuring items and services in addition to student travel and competitions. These meetings clarified procedures and informed stakeholders of the guidelines and expectations regarding financial stewardship. Throughout the year, these expectations were reiterated as needed.

## **Goal 2: Prepare Budgets Using Transparent and Open Communication Among Stakeholders**

- The campus maintains a high level of transparency in the budgeting process, regularly communicating with stakeholders and providing clear, accessible information.
- Increased participation rates in SBDM meetings about the budget, specifically Title I funding for 2024-25, show that stakeholders are engaged and informed about budget decisions. The campus SBDM Committee meets at least six times this year, and four of those meetings contained agenda items related to evaluating the Campus Improvement Plan.
- Regular updates and financial reports are published on the district website, enhancing transparency.

## **Goal 3: Continuously Evaluate and Update Policies and Procedures to Foster a Positive Culture and Climate**

- The campus regularly reviews and updates policies and procedures to ensure they are relevant and effective. This helps maintain a positive culture and climate.
- Staff feedback shows a high level of awareness and understanding of updated policies. One of the changes in the 2023-24 school year involved a grading policy about work missed due to absence. The new policy specified the number of days the student had to make up the work. Harker Heights administration communicated the policy which clarified the previous policy. The staff appreciated the clarity and made the change seamlessly.

## **Goal 4: Focus on Effective and Sustainable Use of District Resources and Procedures in District Operational Departments**

- The district emphasizes sustainability and efficiency in its operations, implementing best practices for resource management.
- As the district faces a budget shortfall for the 2024-25 school year, Harker Heights High School aims to maximize the impact of the funding we do receive. We recognize that state and federal funding have specific guidelines to follow in order to receive and spend those funds. As such, we regularly review allowable and non-allowable purchases that can be made. If there are ways to fund things that are more fiscally responsible, we attempt to make the best use of the resource.

### **Problem Statements Identifying Financial Stewardship Needs**

**Problem Statement 1:** Some stakeholders feel that they are not adequately involved in the early stages of the budgeting process. **Root Cause:** Limited outreach and communication channels during the initial budget planning phase.

# Priorities

Revised/Approved: August 18, 2024

## Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

### Key Strategic Action 1 Details

**Key Strategic Action 1:** 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, clubs, and opportunities available at Harker Heights High School.

**Progress Measure (Lead):** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Decrease in failure rates for freshmen students and an increase in student participation in school activities.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Dean of Instruction, CIS, RTI Interventionists, Teacher Leaders

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 12, 16, 18, 20 - Human Capital 7

**Funding Sources:** Binders, planners, dividers, calendars and organizational materials - 211 - ESEA, Title I Part A - 211.11.6397.00.007.30.000 - \$23,400, Binders, dividers, organizational materials, etc. - 211 - ESEA, Title I Part A - 211.11.6399.00.007.30.000 - \$6,000

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Automated notification system will be used by Harker Heights High School to notify parents about progress reports, report cards, and various events and opportunities at school.

**Progress Measure (Lead):** By the end of the 2025 school year, boost parent and community participation in SBDM Committee meetings, parent conferences, and digital communication by 20%, as measured through active participation in SBDM, positive responses in surveys, and social media engagement.

**Outcome Measure (Lag):** Parent response to automated notification system about academics and various school events and increased participation in extracurricular events as a result of increased communication.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Student Activities Coordinator, Dean of Academic Instruction, Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 12, 15, 17

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Harker Heights High School administration will participate in a collaborative process to increase the number of informed students and families about school events such as Open House. The methods of communication may include the web page, Channel 17, Killeen Daily Herald, Schoology, the Harker Heights Evening Star, and the campus newsletter.

**Progress Measure (Lead):** By the end of the 2025 school year, boost parent and community participation in SBDM Committee meetings, parent conferences, and digital communication by 20%, as measured through active participation in SBDM, positive responses in surveys, and social media engagement.

**Outcome Measure (Lag):** Increased media exposure about activities and celebrations will contribute to a positive public opinion of the campus from the community, which will result in increased participation and community support.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Dean of Academic Instruction, Principal, Student Activities Coordinator

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 15, 17

#### Key Strategic Action 4 Details

**Key Strategic Action 4:** Student 2 Student organization to help new students make the transition to HHHS easier and more pleasant.

**Progress Measure (Lead:** By the end of the 2025 school year, boost student involvement and school spirit by 20%, as measured through observations and ticket sales for student events.

**Outcome Measure (Lag):** Recognition as the number one "S2S" organization in the nation

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Student Activities Coordinator, Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 12, 20 - Human Capital 7

#### Key Strategic Action 5 Details

**Key Strategic Action 5:** Use various marketing strategies to increase communication, promotion, participation, and recognition of school academic programs, college events, and clubs/organizations.

**Progress Measure (Lead:** By the end of the 2025 school year, boost student involvement and school spirit by 20%, as measured through observations and ticket sales for student events.

**Outcome Measure (Lag):** Increased participation and feedback from students of promoted academic events.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Student Activities Coordinator, Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 12, 15

**Funding Sources:** Awards for students - 211 - ESEA, Title I Part A - 211.11.6498.00.007.30.000 - \$100

#### Key Strategic Action 6 Details

**Key Strategic Action 6:** Utilize Knightly Newsletter and year-long calendar to provide students, parents, and community members a centralized location for information about school events.

**Progress Measure (Lead:** By the end of the 2025 school year, boost student involvement and school spirit by 20%, as measured through observations and ticket sales for student events.

**Outcome Measure (Lag):** Increased student attendance at school events; informative weekly update increases student and staff morale.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Student Activities Coordinator, Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 12, 15

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Present KISD School Board Awards to students for achievements and invite the students' family members to observe the recognition.

**Progress Measure (Lead):** Increase community get-togethers to once every quarter to keep the community informed and involved in what is happening at HHHS.

**Outcome Measure (Lag):** 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 activity.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Student Activities Coordinator, Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 12

### Key Strategic Action 8 Details

**Key Strategic Action 8:** Participate in the City of Killeen Youth Conference; Leadership Conferences and Participation

**Progress Measure (Lead):** Increase community get-togethers to once every quarter to keep the community informed and involved in what is happening at HHHS.

**Outcome Measure (Lag):** 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.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Student Activities Coordinator, Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 16

### Key Strategic Action 9 Details

**Key Strategic Action 9:** Partner with Rotary Club to recognize student of the semester (twice per year).

**Progress Measure (Lead):** Create ways to have community get-togethers once every quarter to keep the community informed and involved in what is happening at HHHS.

**Outcome Measure (Lag):** Increase interaction between HHHS and the local community.

**Dates/Timeframes:** Once per semester

**Staff Responsible for Monitoring:** Student Activities Coordinator, Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 16

**Key Strategic Action 10 Details**

**Key Strategic Action 10:** 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 community.

**Progress Measure (Lead):** Increase community get-togethers to once every quarter to keep the community informed and involved in what is happening at HHHS.

**Outcome Measure (Lag):** Increase opportunities for students to participate in the community.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Student Activities Coordinator, Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 12, 16

**Key Strategic Action 11 Details**

**Key Strategic Action 11:** Students will participate in the Superintendent's Advisory Council to provide updates to the KISD Superintendent.

**Progress Measure (Lead):** Increase community get-togethers to once every quarter to keep the community informed and involved in what is happening at HHHS.

**Outcome Measure (Lag):** Provide a reciprocal relationship between students and district administration and promote a sense of connectedness and representation.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Counselors, Student Activities Coordinator, Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 16

**Key Strategic Action 12 Details**

**Key Strategic Action 12:** Students will be encouraged to participate in community service activities through memberships in campus-based organizations and clubs.

**Progress Measure (Lead):** Increase community get-togethers to once every quarter to keep the community informed and involved in what is happening at HHHS.

**Outcome Measure (Lag):** Increase number of students participating in campus-based service organizations and list of service activities.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Student Activities Coordinator, Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 12, 15, 16



### Key Strategic Action 13 Details

**Key Strategic Action 13:** Participate in Leadership Vision XXI - Leadership program with the Chamber of Commerce to promote leadership in different aspects of the community.

**Progress Measure (Lead):** Increase community get-togethers to once every quarter to keep the community informed and involved in what is happening at HHHS.

**Outcome Measure (Lag):** Increased number of students participating in community events and partnerships.

**Dates/Timeframes:** Spring Semester

**Staff Responsible for Monitoring:** Student Activities Coordinator, Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 15, 16

**Funding Sources:** Substitute for chaperones for student event - 211 - ESEA, Title I Part A - 211.11.6112.00.007.30.000 - \$300

### Key Strategic Action 14 Details

**Key Strategic Action 14:** Conduct a presentation on Respect for Others through Social Studies classes.

**Progress Measure (Lead):** To enhance the social-emotional well-being of all students by implementing a school-wide social-emotional curriculum, conducting regular Capturing Kids' Hearts practices, and promoting a zero tolerance policy for bullying. The effectiveness of these measures will be assessed through a 10% decrease in reported social conflict incidents and a 15% increase in positive feedback on student culture surveys.

**Outcome Measure (Lag):** Fewer incidents of bullying, open conversations about peers, reduction in school violence.

**Dates/Timeframes:** Once in Fall Semester

**Staff Responsible for Monitoring:** Counselors, Interventionists, Teachers

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 20, 22 - Human Capital 6, 7

### Key Strategic Action 15 Details

**Key Strategic Action 15:** All visitors will check in at the front office and receive a visitor's badge; a specific purpose for the visit must be established in order to prevent potential violence. Additionally, every adult in the building will challenge a person observed who is not wearing the proper ID.

**Progress Measure (Lead):** To enhance the social-emotional well-being of all students by implementing a school-wide social-emotional curriculum, conducting regular Capturing Kids' Hearts practices, and promoting a zero tolerance policy for bullying. The effectiveness of these measures will be assessed through a 10% decrease in reported social conflict incidents and a 15% increase in positive feedback on student culture surveys.

**Outcome Measure (Lag):** All visitors will enter through the safety vestibule, be greeted cordially, and checked in for a visitor's badge and will be directed to the front office if the proper ID is not produced.

**Dates/Timeframes:** Daily

**Staff Responsible for Monitoring:** All HHHS staff

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 20, 22 - Human Capital 4, 6, 7

### Key Strategic Action 16 Details

**Key Strategic Action 16:** Promote and support student reporting of potential violence and other violations of the Student Code of Conduct.

**Progress Measure (Lead):** To enhance the social-emotional well-being of all students by implementing a school-wide social-emotional curriculum, conducting regular Capturing Kids' Hearts practices, and promoting a zero tolerance policy for bullying. The effectiveness of these measures will be assessed through a 10% decrease in reported social conflict incidents and a 15% increase in positive feedback on student culture surveys.

**Outcome Measure (Lag):** Reduction of crime and SCOC violations on campus.

**Dates/Timeframes:** Daily

**Staff Responsible for Monitoring:** Assistant Principals, HHHS staff, Campus Police Officers

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 20, 22 - Human Capital 6, 7

### Key Strategic Action 17 Details

**Key Strategic Action 17:** Continue to use 109 high-resolution school cameras and big-screen monitors to observe student activity (violence, truancy, and other Student Code of Conduct violations) in hallways, stairwells, exterior perimeter.

**Progress Measure (Lead):** To enhance the social-emotional well-being of all students by implementing a school-wide social-emotional curriculum, conducting regular Capturing Kids' Hearts practices, and promoting a zero tolerance policy for bullying. The effectiveness of these measures will be assessed through a 10% decrease in reported social conflict incidents and a 15% increase in positive feedback on student culture surveys.

**Outcome Measure (Lag):** Decreased number of thefts, assaults, and petty crimes.

**Dates/Timeframes:** Daily

**Staff Responsible for Monitoring:** Assistant Principals, Campus Police Officers

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 20, 22 - Human Capital 6, 7

### Key Strategic Action 18 Details

**Key Strategic Action 18:** Promote Red Ribbon week to make students aware of the dangers of drug use.

**Progress Measure (Lead):** To enhance the social-emotional well-being of all students by implementing a school-wide social-emotional curriculum, conducting regular Capturing Kids' Hearts practices, and promoting a zero tolerance policy for bullying. The effectiveness of these measures will be assessed through a 10% decrease in reported social conflict incidents and a 15% increase in positive feedback on student culture surveys.

**Outcome Measure (Lag):** Students talking to their peers during lunch to educate them on the dangers of drug use. Awareness week with different events and themes daily.

**Dates/Timeframes:** October

**Staff Responsible for Monitoring:** Student Activities Coordinator, Teachers, Counselors

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 22 - Human Capital 6

### Key Strategic Action 19 Details

**Key Strategic Action 19:** Provide access to the reporting app "Tip Reporter" on the KISD web page for anyone to report bullying, conflicts, and incidents of violence among students and track reported trends.

**Progress Measure (Lead):** To enhance the social-emotional well-being of all students by implementing a school-wide social-emotional curriculum, conducting regular Capturing Kids' Hearts practices, and promoting a zero tolerance policy for bullying. The effectiveness of these measures will be assessed through a 10% decrease in reported social conflict incidents and a 15% increase in positive feedback on student culture surveys.

**Outcome Measure (Lag):** Increased use of Tip Reporter

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Assistant Principals, Campus Police Officers, Principal

**ESF Levers:**

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

**Problem Statements:** Student Success 22 - Human Capital 6

### Key Strategic Action 20 Details

**Key Strategic Action 20:** Teachers will implement Capturing Kids' Hearts in order to prioritize building strong relationships with students and creating a positive climate.

**Progress Measure (Lead):** To enhance the social-emotional well-being of all students by implementing a school-wide social-emotional curriculum, conducting regular Capturing Kids' Hearts practices, and promoting a zero-tolerance policy for bullying. The effectiveness of these measures will be assessed through a 10% decrease in reported social conflict incidents and a 15% increase in positive feedback on student culture surveys.

**Outcome Measure (Lag):** Improved staff and student relationships should result in reduced behavior incidents.

**Dates/Timeframes:** Daily

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 20, 22 - Human Capital 6, 7

### Key Strategic Action 21 Details

**Key Strategic Action 21:** Interventionists will provide at-risk students with positive behavior and social-emotional learning lessons during pull-out interventions. This is in addition to academic intervention in multiple subjects to at-risk students before school, after school, and during pull-outs.

**Progress Measure (Lead):** To enhance the social-emotional well-being of all students by implementing a school-wide social-emotional curriculum, conducting regular Capturing Kids' Hearts practices, and promoting a zero-tolerance policy for bullying. The effectiveness of these measures will be assessed through a 10% decrease in reported social conflict incidents and a 15% increase in positive feedback on student culture surveys.

**Outcome Measure (Lag):** Improved staff and student relationships should result in reduced behavior incidents.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Interventionists

**ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 6, 20, 22 - Human Capital 6, 7

**Funding Sources:** Instructional Supplies for At-risk students - 166 - State Comp Ed - 166.11.6399.00.007.30.AR0 - \$4,500, Technology for At-risk students - 166 - State Comp Ed - 166.11.6394.00.007.30.AR0 - \$25,000, Technology Supplies - 166 - State Comp Ed - 166.11.6394.00.007.30.AR0 - \$5,000, Technology for At-risk students - 166 - State Comp Ed - 166.11.6398.00.007.30.AR0 - \$5,500, Awards for at-risk students providing positive reinforcement - 166 - State Comp Ed - 166.11.6498.00.007.30.AR0 - \$500

### Key Strategic Action 22 Details

**Key Strategic Action 22:** Conduct safety drills in accordance with district guidelines.

**Progress Measure (Lead):** Achieve 100% safety compliance in safety audit for 2025 school year after not achieving 100% in 2024.

**Outcome Measure (Lag):** Staff and students will know the procedures to follow in the event of an emergency.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**ESF Levers:**

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

**Problem Statements:** Student Success 22 - Human Capital 6

### Goal 1 Problem Statements:

#### Student Success

**Problem Statement 1:** The most recent disaggregated English I EOC STAAR results show only 50% of special education students, 74% of economically disadvantaged students, and 72% of emergent bilingual students were successful on the English I EOC compared to 82% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 2:** The most recent disaggregated Algebra I EOC STAAR results show only 50% of special education students, 64% of economically disadvantaged students, and 67% of emergent bilingual students were successful on the Algebra I EOC compared to 73% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

## Student Success

**Problem Statement 3:** The most recent disaggregated English II EOC STAAR results show only 45% of special education students, 71% of economically disadvantaged students, and 49% of emergent bilingual students were successful on the English II EOC compared to 78% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 4:** The most recent disaggregated Biology EOC STAAR results show only 74% of special education students, 87% of economically disadvantaged students, and 83% of emergent bilingual students were successful on the Biology EOC compared to 82% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 5:** The most recent disaggregated US History EOC STAAR results show only 84% of special education students, 92% of economically disadvantaged students, and 91% of emergent bilingual students were successful on the US History EOC compared to 97% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 6:** More than 60% of students identified as at-risk (EOC re-testers) are not successful on subsequent attempts to pass the EOC (December of the following year). **Root Cause:** Interventions for these at-risk students (EOC re-testers) are not performed with fidelity in the classroom setting.

**Problem Statement 12:** Parents of underclassmen and their students do not know about academic programs and opportunities that are available at HHHS. **Root Cause:** Students and parents are not informed about various programs and prerequisites at an early enough stage for the student to meet the requirements for the programs.

**Problem Statement 15:** Parents frequently request information on how to support their students in academics and four-year planning for their futures. **Root Cause:** Parents are not familiar with the technology platform required, nor the CCMR standards so that they can adequately support their students with homework, four-year-plans, etc.

**Problem Statement 16:** 50% or less of our student body attend school events such as athletics, Fine Arts, UIL academic meets, and pep rallies to show connectedness with the campus. **Root Cause:** Students do not attend events because they are not directly involved with a club/organization or extra-curricular activity.

**Problem Statement 17:** Parent feedback indicates that they do not always get notification of student academic issues, limiting their ability to intervene. **Root Cause:** Academic feedback can come from: Home Access Center, teacher email/phone call, student communication, Schoology, counselors, APs, etc. Lack of a consistent notification system or failure to update contact information with the campus could be preventing the notification.

**Problem Statement 18:** Parents of economically disadvantaged students reported they do not know about educational opportunities that are available to students and they lack resources to learn about them on their own. **Root Cause:** Parents of economically disadvantaged students do not attend information sessions or do not have two-way communication with the school.

**Problem Statement 20:** The attendance rate for HHHS students is 91.8% which is below the state average of 92.2%. **Root Cause:** Students do not feel connectedness to the campus enough to draw them in.

**Problem Statement 22:** Safety is a priority at HHHS: building security, student behavior, potential natural disasters, preventing spread of illnesses, and other safety concerns. **Root Cause:** Many factors related to safety are outside the school leadership's control, so it is crucial to have strong systems for preventing safety issues as well as responding swiftly and effectively to concerns.

## Human Capital

**Problem Statement 4:** Not all staff are fully aware of updated policies and procedures, leading to inconsistent implementation. **Root Cause:** Gaps in communication and training regarding policy updates.

**Problem Statement 6:** Safety is a priority at HHHS: building security, student behavior, potential natural disasters, preventing spread of illnesses, and other safety concerns. **Root Cause:** Many factors related to safety are outside the school leadership's control, so it is crucial to have strong systems for preventing safety issues as well as responding swiftly and effectively to concerns.

**Problem Statement 7:** The attendance rate for HHHS students is 91.8% which is below the state average of 92.2%. **Root Cause:** Students do not feel connectedness to the campus enough to draw them in.

**Priority 1: Student Success**

**Goal 2:** All students meet or exceed the Texas grade level standards in reading and writing.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Teachers will track and monitor the performance of at-risk students to better help them succeed on the English I and English II EOCs. At-risk seniors who have been identified as struggling in English will be placed in a College Prep Read and Writing course.

**Progress Measure (Lead:** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Continue increasing passing rate in all math classes and Algebra I EOC.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Dean of Instruction, Lead Teachers, CIS, Interventionists

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 3

**Funding Sources:** Technology for At-risk students - 166 - State Comp Ed - 166.11.6398.00.007.30.AR0 - \$12,000, Tech Supplies for At-risk students - 166 - State Comp Ed - 166.11.6395.00.007.30.AR0 - \$2,000, Tech Supplies for At-risk students - 166 - State Comp Ed - 166.11.6394.00.007.30.AR0 - \$4,000

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** All teachers, including SpEd teachers, will offer tutoring a minimum of two times per week. Teachers will track attendance with sign-in sheets. At-risk students will be targeted for tutoring with specifically identified department teachers. Additional interventions will be provided to at-risk, economically disadvantaged, and Special Education students within the school day and after school in order to increase academic achievement status meeting grade level standard by 5%.

**Progress Measure (Lead:** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Gaps exacerbated by virtual and blended learning will be closed; this will be evidenced by academic growth on EOC and benchmark exams.

**Dates/Timeframes:** Quarterly and in April 2025

**Staff Responsible for Monitoring:** Lead Teachers, CIS, Special Education Coordinator

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 6, 7, 14

**Funding Sources:** Snacks for tutorials beyond the school day - 211 - ESEA, Title I Part A - 211.11.6499.00.007.30.000 - \$2,500

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Provide special EOC tutoring in-person and online prior to the EOC retake dates for all at-risk students.

**Progress Measure (Lead):** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Decreased number of students that need to re-take EOCs beyond the first re-take.

**Dates/Timeframes:** Quarterly, November & March

**Staff Responsible for Monitoring:** Increase the number of students passing EOC retakes to 50%.

**Collaborating Departments:** Lead Teachers, Teachers, Department Principals

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 6, 7

**Funding Sources:** Supplies for At-risk students - 166 - State Comp Ed - 166.11.6399.00.007.30.AR0 - \$1,500

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Teacher-made common assessments (formative and summative) will contain EOC-formatted questions and focus on essential learning. Teachers will use data to address specific student needs and plan future instruction.

**Progress Measure (Lead):** Lead/Performance Objective coupled with Result/Impact. By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Gaps exacerbated by virtual and blended learning will be closed; this will be evidenced by academic growth on EOC and benchmark exams.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Lead Teachers, Teachers, CIS, Department Principals

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 11, 13

**Funding Sources:** Subs for teachers attending PLC planning time or professional development - 211 - ESEA, Title I Part A - 211.13.6299.00.007.30.SUB - \$7,500

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Teachers will implement at minimum, a two-week comprehensive unit of review activities for all students prior to spring EOC administration to address high-stakes TEKS as well as TEKS identified as problem areas through common assessment data. The review will be aligned with questions similar to what will be seen in the online EOC format.

**Progress Measure (Lead:** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Existing gaps will continue to close; this will be evidenced by academic growth on EOC and benchmark exams.

**Dates/Timeframes:** March & April

**Staff Responsible for Monitoring:** Lead Teachers, Teachers, CIS

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 7, 11, 13, 14, 19

### Key Strategic Action 6 Details

**Key Strategic Action 6:** A watch list of students will be created by sub-groups to include Emergent Bilingual and Special Education in order to address academic concerns identified in the most recent accountability summary and highlighted by the COVID-19 closure and subsequent year of virtual learning.

**Progress Measure (Lead:** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Gaps exacerbated by virtual and blended learning will be closed; this will be evidenced by academic growth on EOC and benchmark exams.

**Dates/Timeframes:** Beginning of year, then Quarterly

**Staff Responsible for Monitoring:** Dean of Instruction, ESL teacher, CIS, Teacher Leaders

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 6, 7, 9, 11, 14, 21



### Key Strategic Action 7 Details

**Key Strategic Action 7:** Students will be placed into Credit Recovery labs to earn credits previously not earned through online platforms such as Edgenuity.

**Progress Measure (Lead):** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Students will earn credits and on-time graduation rates will increase.

**Dates/Timeframes:** Beginning of fall and spring semesters

**Staff Responsible for Monitoring:** Dean of Instruction, Interventionist Team, Counselors

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 9, 14

### Key Strategic Action 8 Details

**Key Strategic Action 8:** All teachers will incorporate Tier 1 research-based instructional strategies, such as conducting hands-on labs; analyzing primary and secondary documents; inferring from maps and graphic organizers; reading and writing across curriculum; real-world math scenarios; AVID close-reading and note-taking strategies; and the Gradual Release of Responsibility.

**Progress Measure (Lead):** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Improved academic vocabulary as a result of these strategies will leverage to improved academic achievement in all content areas and help close gaps in learning.

**Dates/Timeframes:** Weekly

**Staff Responsible for Monitoring:** Teachers, CIS, Department Principals, Campus Instructional Coach, Dean of Academic Instruction

**TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 7, 13 - Human Capital 3, 5

**Funding Sources:** Instructional supplies for labs, hands-on activities, etc. - 211 - ESEA, Title I Part A - 211.11.6399.00.007.30.000 - \$10,000, Supplemental instructional resource such as Lowman for real-world connections - 211 - ESEA, Title I Part A - 211.11.6299.00.007.30.000 - \$5,000, Technology for students to write electronically - 211 - ESEA, Title I Part A - 211.11.6398.00.007.30.000 - \$10,000, Technology supplies for students - 211 - ESEA, Title I Part A - 211.11.6394.00.007.30.000 - \$2,500

### Key Strategic Action 9 Details

**Key Strategic Action 9:** Effectively utilize MTSS system and Interventionists to ensure teachers understand how to best identify and serve students in need of academic and behavioral support.

**Progress Measure (Lead):** By the end of the 24-25 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 students in special programs will increase their percentage scores by 10% on the EOC and PSAT.

**Outcome Measure (Lag):** Gaps exacerbated by virtual and blended learning will be closed; this will be evidenced by academic growth on EOC and benchmark exams.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** RTI Interventionists, Teacher Leaders, Teachers, Assistant Principals, Counselors

**ESF Levers:**

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

**Problem Statements:** Student Success 7, 9, 11, 13, 22 - Human Capital 6

### Key Strategic Action 10 Details

**Key Strategic Action 10:** Provide online test tutorials for Special Education students prior to EOC exams.

**Progress Measure (Lead):** By the end of the 24-25 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 students in special programs will increase their percentage scores by 10% on the EOC and PSAT.

**Outcome Measure (Lag):** Increased number of students passing EOCs.

**Dates/Timeframes:** Ongoing; November & April

**Staff Responsible for Monitoring:** Special Education Teachers

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 14

### Key Strategic Action 11 Details

**Key Strategic Action 11:** Teachers of G/T 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 the TEKS in order to increase the number of students who master content on EOCs. These lessons may include AP Classroom, etc.

**Progress Measure (Lead):** To continuously provide professional development programs which improve 100% of teacher growth in the areas of Gradual Release of Responsibility (GRR), classroom management, differentiated instruction, and improved content rigor. We will disaggregate all student needs by using multiple measures of student data and plan the professional development accordingly throughout the school year.

**Outcome Measure (Lag):** Increased number of students meeting the Masters level on EOCs.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Dean of Instruction, CIS, Lead Teachers Teachers of G/T students

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 8, 13, 14, 19

**Funding Sources:** Professional development for teachers/instructional staff to support G/T students - 177 - Gifted/Talented - 177.13.6411.00.007.21.000 - \$20,000,  
Professional development for administrator to support G/T students - 177 - Gifted/Talented - 177.23.6411.00.007.21.000 - \$2,000

### Key Strategic Action 12 Details

**Key Strategic Action 12:** Provide economically disadvantaged and at-risk students with the school supplies and materials that they need to complete class assignments to mitigate lost class time and student embarrassment.

**Progress Measure (Lead):** Reduce the amount of lost class time to 0% due to students not having the necessary materials to complete assignments in the 2024-25 school year.

**Outcome Measure (Lag):** Increase the connectedness that students feel to their campus and teachers by ensuring that their needs are met daily as evidenced by school culture surveys.

**Dates/Timeframes:** Daily

**Staff Responsible for Monitoring:** Teachers, Dean of Academic Instruction

**ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 21

**Funding Sources:** Instructional supplies for economically disadvantaged students - 211 - ESEA, Title I Part A - 211.11.6399.00.007.30.000 - \$4,500

### Key Strategic Action 13 Details

**Key Strategic Action 13:** English teachers will collect EOC writing samples throughout each grading period from all students. Samples will be collectively evaluated using state scoring guides/rubrics and available technology.

**Progress Measure (Lead:** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Gaps exacerbated by virtual and blended learning will be closed; this will be evidenced by academic growth on EOC and benchmark exams.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** English Lead Teacher, English Teachers, CIS, Department Principal

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 3, 6, 7, 11, 14

**Funding Sources:** Technology for students - 211 - ESEA, Title I Part A - 211.11.6398.00.007.30.000 - \$20,000, Tech Supplies - 211 - ESEA, Title I Part A - 211.11.6394.00.007.30.000 - \$3,000

### Key Strategic Action 14 Details

**Key Strategic Action 14:** At-risk, emergent bilingual, and economically disadvantaged students will be supported through close-reading strategies in fiction and nonfiction printed and electronic texts as well as reference materials during interventions and tutorials.

**Progress Measure (Lead:** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Increased student exposure to various text structures to develop comprehension skills needed for rigorous content.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Department Principal, Lead Teacher, Librarians, CIS

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 3, 14, 19

**Funding Sources:** Reading materials for interventions and tutorials - 166 - State Comp Ed - 166.11.6329.00.007.30.AR0 - \$2,000, Fiction and Non-Fiction for Close Reading - 211 - ESEA, Title I Part A - 211.11.6329.00.007.30.000 - \$2,000, Reading materials for emergent bilingual students - 165/ES0 - ELL - 165.11.6329.00.007.25.ES0 - \$1,500, Subscriptions to reading materials for at-risk students - 166 - State Comp Ed - 166.11.6299.OL.007.30.AR0 - \$1,000, Technology for interventions with at-risk students - 166 - State Comp Ed - 166.11.6398.00.007.30.AR0 - \$7,000, Technology supplies for interventions with at-risk students - 166 - State Comp Ed - 166.11.6394.00.007.30.AR0 - \$1,112

### Key Strategic Action 15 Details

**Key Strategic Action 15:** Using research-based Sheltered Instruction Observation Protocol (SIOP) strategies, the ESL teacher will facilitate active vocabulary acquisition and understanding of core class concepts among Emergent Bilingual students. This will be achieved through daily vocabulary-focused activities and contextualized learning experiences. Progress will be assessed via regular vocabulary quizzes and core class performance, targeting a 10% improvement in vocabulary test scores and a 15% increase in core class grades by the end of the school year.

**Progress Measure (Lead):** By the end of the 24-25 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 students in special programs will increase their percentage scores by 10% on the EOC and PSAT.

**Outcome Measure (Lag):** Gaps exacerbated by virtual and blended learning will be closed; this will be evidenced by academic growth on EOC and benchmark exams.

**Dates/Timeframes:** Weekly and end of school year

**Staff Responsible for Monitoring:** ESL teacher, Department Principal

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 14

**Funding Sources:** Professional development for teacher of emergent bilingual students - 165/ES0 - ELL - 165.13.6411.00.007.25.ES0 - \$4,000, Professional development for administrator to support emergent bilingual students - 165/ES0 - ELL - 165.23.6411.00.007.25.ES0 - \$2,000, Instructional supplies for developing teachers of emergent bilingual students - 165/ES0 - ELL - 165.13.6399.00.007.25.ES0 - \$500, Instructional supplies for emergent bilingual students - 165/ES0 - ELL - 165.11.6399.00.007.25.ES0 - \$500, Technology for emergent bilingual students - 165/ES0 - ELL - 165.11.6398.00.007.25.ES0 - \$1,720

### Key Strategic Action 16 Details

**Key Strategic Action 16:** Use previous EOC scores and current TELPAS scores to identify needs and focus instruction for Emergent Bilingual students.

**Progress Measure (Lead):** By the end of the 24-25 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 students in special programs will increase their percentage scores by 10% on the EOC and PSAT.

**Outcome Measure (Lag):** Previously identified gaps will begin to close; this will be evidenced by academic growth on EOC and benchmark exams.

**Dates/Timeframes:** Weekly and end of school year

**Staff Responsible for Monitoring:** ESL teacher, Department Principal

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 2, 3, 4, 5

### Key Strategic Action 17 Details

**Key Strategic Action 17:** Provide remedial reading and writing instruction to students in Resource and SKILLS classes.

**Progress Measure (Lead:** By the end of the 24-25 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 students in special programs will increase their percentage scores by 10% on the EOC and PSAT.

**Outcome Measure (Lag):** Increased number of students passing the core classes and EOCs.

**Dates/Timeframes:** Monthly and in March 2025

**Staff Responsible for Monitoring:** Special Education Teachers, CIS

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 3, 4, 5, 14

### Key Strategic Action 18 Details

**Key Strategic Action 18:** Increase the number of students and staff with access to technology to enhance the educational experience; multiple educational resources are through online resources that students need to access electronically.

**Progress Measure (Lead:** Harker Heights High School has a commitment to monitor and improve the efficiency of its resource allocation by implementing quarterly resource audits.

**Outcome Measure (Lag):** Students and staff will have access to up-to-date technology with the skills to successfully function in a technological society.

**Dates/Timeframes:** Monthly and ongoing

**Staff Responsible for Monitoring:** Administrators, Teachers, Technologists

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 14 - Financial Stewardship 1

**Funding Sources:** Technology needed for at-risk students during interventions - 166 - State Comp Ed - 166.11.6398.00.007.30.ARO - \$20,000, Technology supplies needed for at-risk students during interventions - 166 - State Comp Ed - 166.11.6394.00.007.30.ARO - \$4,000, Technology needed for CTE students - 163 - Career & Technical Education (CTE) - 163.11.6398.00.007.22.000 - \$17,000, Technology needed for CTE Teachers - 163 - Career & Technical Education (CTE) - 163.13.6398.00.007.22.000 - \$1,000, Technology supplies for CTE students - 163 - Career & Technical Education (CTE) - 163.11.6394.00.007.22.000 - \$1,000, Technology for students served by Title I - 211 - ESEA, Title I Part A - 211.11.6398.00.007.30.000 - \$49,100, Technology supplies for students served by Title I - 211 - ESEA, Title I Part A - 211.11.6394.00.007.30.000 - \$20,000, Furniture for students to use with technology - 211 - ESEA, Title I Part A - 211.11.6393.00.007.30.000 - \$400, Software subscription for CTE class students (Go Venture Entrepreneur & Chief Architect) - 163 - Career & Technical Education (CTE) - 163.11.6299.00.007.22.000 - \$2,000, Software subscription for CTE teacher (Go Venture Entrepreneur & Chief Architect) - 163 - Career & Technical Education (CTE) - 163.13.6299.00.007.22.000 - \$1,000

### Goal 2 Problem Statements:

### Student Success

**Problem Statement 1:** The most recent disaggregated English I EOC STAAR results show only 50% of special education students, 74% of economically disadvantaged students, and 72% of emergent bilingual students were successful on the English I EOC compared to 82% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

## Student Success

**Problem Statement 2:** The most recent disaggregated Algebra I EOC STAAR results show only 50% of special education students, 64% of economically disadvantaged students, and 67% of emergent bilingual students were successful on the Algebra I EOC compared to 73% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 3:** The most recent disaggregated English II EOC STAAR results show only 45% of special education students, 71% of economically disadvantaged students, and 49% of emergent bilingual students were successful on the English II EOC compared to 78% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 4:** The most recent disaggregated Biology EOC STAAR results show only 74% of special education students, 87% of economically disadvantaged students, and 83% of emergent bilingual students were successful on the Biology EOC compared to 82% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 5:** The most recent disaggregated US History EOC STAAR results show only 84% of special education students, 92% of economically disadvantaged students, and 91% of emergent bilingual students were successful on the US History EOC compared to 97% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 6:** More than 60% of students identified as at-risk (EOC re-testers) are not successful on subsequent attempts to pass the EOC (December of the following year). **Root Cause:** Interventions for these at-risk students (EOC re-testers) are not performed with fidelity in the classroom setting.

**Problem Statement 7:** Preliminary data shows that 28% of students did not approach grade level in Algebra I; 27% and 18% did not meet grade level in English I and II respectively; 5% did not approach grade level in Biology; and 2% did not approach grade level in US History. **Root Cause:** Formative and summative data is not being used with fidelity to drive instruction and plan for interventions within the classroom.

**Problem Statement 8:** 93% of 2023 graduates are projected to earn their CCMR indicator which falls short of the 100% campus goal. **Root Cause:** While this percentage reflects growth from the prior year, there is a lack of campus-wide knowledge about CCMR and the ways students can earn it.

**Problem Statement 9:** For the 2025 school year, 150 students are projected to be lacking in credits needed to graduate. **Root Cause:** Students do not take advantage of opportunities to earn back credits such as summer school and Evening Academy due to time constraints beyond the regular school day.

**Problem Statement 11:** PLC Leaders, Department Heads, and Campus Administrators observed that the PLCs use data from common formative assessments less than 50% of the time to drive instruction. **Root Cause:** Departments focus more on summative data verses looking at formative data during the allotted PLC time.

**Problem Statement 13:** Data from Spring 2024 Internal Instructional Rounds and Coaching Walks indicated that in 50% of observed classrooms, students were in the independent or focused phase of instruction. Collaboration and discourse were observed in 25% of classes, but they lacked intention, depth, and purpose. **Root Cause:** HHHS teachers may need more training on how to implement productive group work using academic vocabulary.

**Problem Statement 14:** Student technology device demand exceeds our current inventory. There is insufficient technology on campus for students to use for creative and inventive endeavors, online testing requirements, interventions, tutorials, or for virtual learning if the need arises again. **Root Cause:** Resources for certain technology needs for the campus are not always available.

**Problem Statement 19:** The most recent disaggregated EOC STAAR results show significant decreases in the "Masters" category for students compared to the previous school year. In one subject, the percentage dropped to 6%. **Root Cause:** The 7.4% of the student population that is identified as Gifted and Talented is not performing to their maximum potential.

**Problem Statement 21:** Economically disadvantaged students and at-risk students do not bring materials to school that they need to be successful. **Root Cause:** These students may not have paper, pencils, highlighters, etc. available at home in order to bring them to school.

**Problem Statement 22:** Safety is a priority at HHHS: building security, student behavior, potential natural disasters, preventing spread of illnesses, and other safety concerns. **Root Cause:** Many factors related to safety are outside the school leadership's control, so it is crucial to have strong systems for preventing safety issues as well as responding swiftly and effectively to concerns.

### Human Capital

**Problem Statement 3:** Teachers need to be coached to address challenges in maintaining high expectations for student achievement. **Root Cause:** Standards and assessments have changed or less experienced staff is not familiar with the specificity needed for instruction.

**Problem Statement 5:** Harker Heights High School staff needs professional development to improve student achievement and teacher capacity. **Root Cause:** More than 50% of staff have fewer than ten years of experience.

**Problem Statement 6:** Safety is a priority at HHHS: building security, student behavior, potential natural disasters, preventing spread of illnesses, and other safety concerns. **Root Cause:** Many factors related to safety are outside the school leadership's control, so it is crucial to have strong systems for preventing safety issues as well as responding swiftly and effectively to concerns.

### Financial Stewardship

**Problem Statement 1:** Some stakeholders feel that they are not adequately involved in the early stages of the budgeting process. **Root Cause:** Limited outreach and communication channels during the initial budget planning phase.



**Priority 1: Student Success**

**Goal 3:** All students meet or exceed the Texas grade level standards in math.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Teachers will track and monitor the performance of at-risk students to better help them succeed on the Algebra I EOC. At-risk seniors who have been identified as struggling in math will be placed in a College Prep Math course.

**Progress Measure (Lead):** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Decrease in failure rates for freshmen students and an increase in student participation in school activities.

**Dates/Timeframes:** Fall 2024, End of each nine weeks, April 2025

**Staff Responsible for Monitoring:** Math Lead Teacher, Math teachers, Counselors, Dean of Instruction

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 2, 6, 7, 8

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** All teachers, including SpEd teachers, will offer tutoring a minimum of two times per week. Teachers will track attendance with sign-in sheets. At-risk students will be targeted for tutoring with specifically identified department teachers. Additional interventions will be provided to at-risk, economically disadvantaged, and Special Education students within the school day and before and after school in order to increase academic achievement status meeting grade level standard by 5%.

**Progress Measure (Lead):** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Gaps exacerbated by virtual and blended learning will be closed; this will be evidenced by academic growth on EOC and benchmark exams.

**Dates/Timeframes:** Quarterly and in April 2025

**Staff Responsible for Monitoring:** Math Lead Teacher, Math Teachers, CIS

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 2, 6, 7, 11, 14, 19

**Funding Sources:** Snacks for tutorials - 211 - ESEA, Title I Part A - 211.11.6499.00.007.30.000 - \$2,500

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Provide special EOC tutoring in-person and online prior to the EOC retake dates for all at-risk students.

**Progress Measure (Lead):** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Increase the number of students passing EOC retakes to 50%.

**Dates/Timeframes:** Quarterly, November & March

**Staff Responsible for Monitoring:** Lead Math Teacher, Math Teachers, Department Principal

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 2, 6, 7, 14

**Funding Sources:** Supplies for at-risk students - 166 - State Comp Ed - 166.11.6399.00.007.30.AR0 - \$1,500

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Teacher-made common assessments (formative and summative) will contain EOC-formatted questions and focus on essential learning. Teachers will use data to address specific student needs and plan future instruction.

**Progress Measure (Lead):** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Gaps exacerbated by virtual and blended learning will be closed; this will be evidenced by academic growth on EOC and benchmark exams.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Lead Math Teacher, Math Teachers, CIS

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 2, 6, 7, 11, 13, 14

**Funding Sources:** Subs for teachers attending PLC planning time or professional development - 211 - ESEA, Title I Part A - 211.13.6299.00.007.30.SUB - \$10,000

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Teachers will implement at minimum, a two-week comprehensive unit of review activities for all students prior to spring EOC administration to address high-stakes TEKS as well as TEKS identified as problem areas through common assessment data. The review will be aligned with questions similar to what will be seen in the online EOC format.

**Progress Measure (Lead:** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Existing gaps will continue to close; this will be evidenced by academic growth on ECO and benchmark exams.

**Dates/Timeframes:** February, March & April

**Staff Responsible for Monitoring:** Lead Math Teacher, Math Teachers, CIS

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 2, 6, 7, 11, 14

**Funding Sources:** Controlled items (non-tech) for student use - 211 - ESEA, Title I Part A - 211.11.6395.00.007.30.000 - \$1,100, Controlled items (non-tech) for teacher use - 211 - ESEA, Title I Part A - 211.11.6395.00.007.30.000 - \$1,100

### Key Strategic Action 6 Details

**Key Strategic Action 6:** A watch list of students will be created by sub-groups to include Emergent Bilingual and Special Education in order to address academic concerns identified in the most recent accountability summary and highlighted by the COVID-19 closure and subsequent year of virtual learning.

**Progress Measure (Lead:** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Gaps exacerbated by virtual and blended learning will be closed; this will be evidenced by academic growth on EOC and benchmark exams.

**Dates/Timeframes:** Beginning of year, then Quarterly

**Staff Responsible for Monitoring:** Dean of Academic Instruction, ESL teacher, CIS, Teacher Leaders, Department Principals

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 2, 9, 11, 14, 21

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Students will be placed into Credit Recovery labs to earn credits previously not earned to earn credits through online platforms such as Edgenuity.

**Progress Measure (Lead:** Students will be placed into Credit Recovery labs to earn credits previously not earned to earn credits through online platforms such as Edgenuity.

**Outcome Measure (Lag):** Students will earn credits and on-time graduation rates will increase.

**Dates/Timeframes:** Beginning of fall and spring semesters

**Staff Responsible for Monitoring:** Dean of Instruction, Interventionist Team, Counselors

**Problem Statements:** Student Success 9, 14

### Key Strategic Action 8 Details

**Key Strategic Action 8:** All teachers will incorporate best practice, research-based instructional strategies such as the Gradual Release of Responsibility and AVID close-reading and note-taking strategies in class.

**Progress Measure (Lead:** By the end of the 2024-25 school year, student academic achievement will reflect measurable growth compared to 2024 EOC data, defined as an overall 5% increase in Algebra I, an overall 5% increase in English I, an overall 3% increase in English II, an overall 1% increase in Biology, and an overall 1% increase in US History. Teachers will refer to this year's EOC data, as well as MAPs, benchmarks, and other common assessments, on a monthly basis to drive instruction and adapt teaching methodologies.

**Outcome Measure (Lag):** Improved academic vocabulary as a result of these strategies will leverage to improved academic achievement in all content areas and help close gaps in learning.

**Dates/Timeframes:** Weekly

**Staff Responsible for Monitoring:** Teachers, CIS, Department Principals, Campus Instructional Coach, Dean of Academic Instruction

**ESF Levers:**

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

**Problem Statements:** Student Success 2, 7, 11

### Key Strategic Action 9 Details

**Key Strategic Action 9:** Effectively utilize RTI system and RTI Interventionists to ensure teachers understand how to best identify and serve students in need of academic and behavioral support.

**Progress Measure (Lead:** By the end of the 24-25 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 students in special programs will increase their percentage scores by 10% on the EOC and PSAT.

**Outcome Measure (Lag):** Gaps exacerbated by virtual and blended learning will be closed; this will be evidenced by academic growth on EOC and benchmark exams.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** RTI Interventionists, Teacher Leaders, Teachers, Assistant Principals

**ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 2, 6, 7, 13, 22 - Human Capital 6

### Key Strategic Action 10 Details

**Key Strategic Action 10:** Provide online test tutorials for Special Education students prior to EOC exams.

**Progress Measure (Lead):** By the end of the 24-25 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 students in special programs will increase their percentage scores by 10% on the EOC and PSAT.

**Outcome Measure (Lag):** Increased number of students passing EOCs.

**Dates/Timeframes:** Ongoing; November & April

**Staff Responsible for Monitoring:** Special Education Teachers

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 2, 6, 14

### Key Strategic Action 11 Details

**Key Strategic Action 11:** Teachers of G/T 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 the TEKS in order to increase the number of students who master content on EOCs. These lessons may include AP Classroom, an online platform.

**Progress Measure (Lead):** To continuously provide professional development programs which improve 100% of teacher growth in the areas of Gradual Release of Responsibility (GRR), classroom management, differentiated instruction, and improved content rigor. We will disaggregate all student needs by using multiple measures of student data and plan the professional development accordingly throughout the school year.

**Outcome Measure (Lag):** Increased number of students meeting the Masters level on EOCs.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Dean of Academic Instruction, CIS, Lead Teachers

**ESF Levers:**

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

**Problem Statements:** Student Success 13, 14, 19 - Human Capital 3, 5

**Funding Sources:** Technology for G/T students projects - 177 - Gifted/Talented - 177.11.6398.00.007.21.000 - \$13,000, Tech supplies for G/T students projects - 177 - Gifted/Talented - 177.11.6394.00.007.21.000 - \$3,500, Controlled items (non-technology) for G/T student projects - 177 - Gifted/Talented - 177.11.6395.00.007.21.000 - \$1,319

### Key Strategic Action 12 Details

**Key Strategic Action 12:** Provide economically disadvantaged and at-risk students with the school supplies and materials that they need to complete class assignments to mitigate lost class time and student embarrassment.

**Progress Measure (Lead):** Reduce the amount of lost class time to 0% due to students not having the necessary materials to complete assignments in the 2024-25 school year.

**Outcome Measure (Lag):** Increase the connectedness that students feel to their campus and teachers by ensuring that their needs are met daily as evidenced by school culture surveys.

**Dates/Timeframes:** Daily

**Staff Responsible for Monitoring:** Teachers, Dean of Academic Instruction

**ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 21

**Funding Sources:** Instructional supplies for economically disadvantaged students - 211 - ESEA, Title I Part A - 211.11.6399.00.007.30.000 - \$900

### Key Strategic Action 13 Details

**Key Strategic Action 13:** Provide remedial math instruction to students in Resource and SKILLS classes.

**Progress Measure (Lead):** By the end of the 24-25 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 students in special programs will increase their percentage scores by 10% on the EOC and PSAT.

**Outcome Measure (Lag):** Increased number of students passing the core classes and EOCs.

**Dates/Timeframes:** Monthly and in March 2025

**Staff Responsible for Monitoring:** Special Education Teachers, CIS

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 2

### Goal 3 Problem Statements:

### Student Success

**Problem Statement 2:** The most recent disaggregated Algebra I EOC STAAR results show only 50% of special education students, 64% of economically disadvantaged students, and 67% of emergent bilingual students were successful on the Algebra I EOC compared to 73% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 6:** More than 60% of students identified as at-risk (EOC re-testers) are not successful on subsequent attempts to pass the EOC (December of the following year). **Root Cause:** Interventions for these at-risk students (EOC re-testers) are not performed with fidelity in the classroom setting.

**Problem Statement 7:** Preliminary data shows that 28% of students did not approach grade level in Algebra I; 27% and 18% did not meet grade level in English I and II respectively; 5% did not approach grade level in Biology; and 2% did not approach grade level in US History. **Root Cause:** Formative and summative data is not being used with fidelity to drive instruction and plan for interventions within the classroom.

**Problem Statement 8:** 93% of 2023 graduates are projected to earn their CCMR indicator which falls short of the 100% campus goal. **Root Cause:** While this percentage reflects growth from the prior year, there is a lack of campus-wide knowledge about CCMR and the ways students can earn it.

## Student Success

**Problem Statement 9:** For the 2025 school year, 150 students are projected to be lacking in credits needed to graduate. **Root Cause:** Students do not take advantage of opportunities to earn back credits such as summer school and Evening Academy due to time constraints beyond the regular school day.

**Problem Statement 11:** PLC Leaders, Department Heads, and Campus Administrators observed that the PLCs use data from common formative assessments less than 50% of the time to drive instruction. **Root Cause:** Departments focus more on summative data verses looking at formative data during the allotted PLC time.

**Problem Statement 13:** Data from Spring 2024 Internal Instructional Rounds and Coaching Walks indicated that in 50% of observed classrooms, students were in the independent or focused phase of instruction. Collaboration and discourse were observed in 25% of classes, but they lacked intention, depth, and purpose. **Root Cause:** HHHS teachers may need more training on how to implement productive group work using academic vocabulary.

**Problem Statement 14:** Student technology device demand exceeds our current inventory. There is insufficient technology on campus for students to use for creative and inventive endeavors, online testing requirements, interventions, tutorials, or for virtual learning if the need arises again. **Root Cause:** Resources for certain technology needs for the campus are not always available.

**Problem Statement 19:** The most recent disaggregated EOC STAAR results show significant decreases in the "Masters" category for students compared to the previous school year. In one subject, the percentage dropped to 6%. **Root Cause:** The 7.4% of the student population that is identified as Gifted and Talented is not performing to their maximum potential.

**Problem Statement 21:** Economically disadvantaged students and at-risk students do not bring materials to school that they need to be successful. **Root Cause:** These students may not have paper, pencils, highlighters, etc. available at home in order to bring them to school.

**Problem Statement 22:** Safety is a priority at HHHS: building security, student behavior, potential natural disasters, preventing spread of illnesses, and other safety concerns. **Root Cause:** Many factors related to safety are outside the school leadership's control, so it is crucial to have strong systems for preventing safety issues as well as responding swiftly and effectively to concerns.

## Human Capital

**Problem Statement 3:** Teachers need to be coached to address challenges in maintaining high expectations for student achievement. **Root Cause:** Standards and assessments have changed or less experienced staff is not familiar with the specificity needed for instruction.

**Problem Statement 5:** Harker Heights High School staff needs professional development to improve student achievement and teacher capacity. **Root Cause:** More than 50% of staff have fewer than ten years of experience.

**Problem Statement 6:** Safety is a priority at HHHS: building security, student behavior, potential natural disasters, preventing spread of illnesses, and other safety concerns. **Root Cause:** Many factors related to safety are outside the school leadership's control, so it is crucial to have strong systems for preventing safety issues as well as responding swiftly and effectively to concerns.

**Priority 1: Student Success**

**Goal 4:** All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Boot camps and AP and EOC tutorials will be provided for all students, hosted by teachers who have been trained; the desired effects will be increased participation in boot camps as well as increased test scores.

**Progress Measure (Lead:** Increase College, Career, and Military Readiness percentage through the use of SAT, ACT, AP, Dual Credit, CTE, and STEM opportunities. Increase enrollment and successful completion by 5%.

**Outcome Measure (Lag):** Increased CCMR percentage rate for campus that affects our TEA Accountability Rating.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Dean of Academic Instruction, Counselors, Teachers

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 6, 7, 8, 14, 19

**Funding Sources:** Snacks for tutorials - 211 - ESEA, Title I Part A - 211.11.6499.00.007.30.000 - \$1,000, Supplies for students in tutorials - 211 - ESEA, Title I Part A - 211.11.6399.00.007.30.000 - \$500

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** AVID curriculum will assist with schoolwide AVID implementation and recruitment as well as prepare AVID students to be successful in Honors, AP, and Dual Credit courses.

**Progress Measure (Lead:** Increase College, Career, and Military Readiness percentage through the use of SAT, ACT, AP, Dual Credit, CTE, and STEM opportunities. Increase enrollment and successful completion by 5%.

**Outcome Measure (Lag):** Improve retention and success rates of the AVID students in advanced classes.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** AVID Coordinator, CIS, Department Principal, AVID Site Team Members

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 8, 13, 19 - Human Capital 3, 4, 5



### Key Strategic Action 3 Details

**Key Strategic Action 3:** Promote College and Career Fair to juniors and seniors. Additional Targeted Support will be provided to current Special Education students and their parents by promoting college, career, and military readiness by educating them on their options after high school.

**Progress Measure (Lead):** Increase College, Career, and Military Readiness percentage through the use of SAT, ACT, AP, Dual Credit, CTE, and STEM opportunities. Increase enrollment and successful completion by 5%.

**Outcome Measure (Lag):** Increased number of students enrolling in college.

**Dates/Timeframes:** Monthly & Spring Semester 2025

**Staff Responsible for Monitoring:** Special Education Coordinator, AVID teacher, Counselors

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 8, 12, 15

**Funding Sources:** Snacks for parents that attend school events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.007.24.PAR - \$1,000, Provide reading materials for parents to support school and students - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.007.24.PAR - \$1,000, Planners for parents to track student and school events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.00.007.24.PAR - \$1,000

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Increase the number of students taking AP courses through recruitment and retention strategies utilizing AP Potential reports.

**Progress Measure (Lead):** Increase College, Career, and Military Readiness percentage through the use of SAT, ACT, AP, Dual Credit, CTE, and STEM opportunities. Increase enrollment and successful completion by 5%.

**Outcome Measure (Lag):** 5% increase in number of students taking AP courses.

**Dates/Timeframes:** Quarterly and February 2025

**Staff Responsible for Monitoring:** AP Coordinator, Dean of Academic Instruction, Counselors

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 8, 19

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Increase scholarship opportunities for all graduating seniors by providing information via website, announcements, and Schoology.

**Progress Measure (Lead):** Increase College, Career, and Military Readiness percentage through the use of SAT, ACT, AP, Dual Credit, CTE, and STEM opportunities. Increase enrollment and successful completion by 5%.

**Outcome Measure (Lag):** Increased number of scholarships received by Harker Heights High School students.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Counselors

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 8, 15

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Conduct a STEM presentation for incoming freshmen to inform parents and students about college credit opportunities. Students and parents will receive more in-depth information about each STEM plan option.

**Progress Measure (Lead):** Increase College, Career, and Military Readiness percentage through the use of SAT, ACT, AP, Dual Credit, CTE, and STEM opportunities. Increase enrollment and successful completion by 5%.

**Outcome Measure (Lag):** Increased knowledge and understanding of the STEM path options.

**Dates/Timeframes:** 2025 Spring Semester

**Staff Responsible for Monitoring:** STEM Director, Dean of Academic Instruction, Counselors

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 8, 12, 15

**Funding Sources:** Snacks for parents that attend event - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.007.24.PAR - \$400

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Support G/T students by having teachers embed project-based learning in their courses. Students need effective mentoring, access to supplies, and real-world connections in order to create projects aligned with their areas of giftedness, interest, and career path. This may also include AP Classroom, an online platform.

**Progress Measure (Lead):** Increase College, Career, and Military Readiness percentage through the use of SAT, ACT, AP, Dual Credit, CTE, and STEM opportunities. Increase enrollment and successful completion by 5%.

**Outcome Measure (Lag):** Improved G/T student performance in Honors, AP, and Dual Credit courses, improved G/T performance on PSAT, AP Exams, and TSIA.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Dean of Academic Instruction, CIS, Teacher Leads, Teachers

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 8, 13, 14, 19 - Human Capital 3, 5

**Funding Sources:** Instructional material from website subscription for G/T students - 177 - Gifted/Talented - 177.11.6299.OL.007.21.000 - \$500, Supplies for G/T student projects - 177 - Gifted/Talented - 177.11.6399.00.007.21.000 - \$2,500

### Key Strategic Action 8 Details

**Key Strategic Action 8:** CTSOs will engage in competitions to help students engage more deeply with their content and practice real-work skills.

**Progress Measure (Lead):** Increase College, Career, and Military Readiness percentage through the use of SAT, ACT, AP, Dual Credit, CTE, and STEM opportunities. Increase enrollment and successful completion by 5%.

**Outcome Measure (Lag):** More in-depth engagement with real-world skills and CTE content will help increase the CCMR indicators on our campus.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Dean of Academic Instructor, CTE teachers

**ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 8, 10

**Funding Sources:** CTE student travel (bus) - 163 - Career & Technical Education (CTE) - 163.36.6412.00.007.22.000 - \$5,000, CTE teacher travel - 163 - Career & Technical Education (CTE) - 163.36.6411.00.007.22.000 - \$5,000, CTE admin travel - 163 - Career & Technical Education (CTE) - 163.23.6411.00.007.22.000 - \$2,000, CTSO membership fees/dues - 163 - Career & Technical Education (CTE) - 163.36.6495.xx.007.22.xxx - \$2,000, CTE teacher travel - 163 - Career & Technical Education (CTE) - 163.13.6411.00.007.22.000 - \$8,700, Student travel to CTSO competitions - 163 - Career & Technical Education (CTE) - 163.36.6412.00.007.22.000 - \$20,000, Membership fees for CTSOs - 163 - Career & Technical Education (CTE) - 163.36.6495.xx.007.22.xxx - \$500

### Key Strategic Action 9 Details

**Key Strategic Action 9:** CTE teachers will plan and implement field based experiences to local colleges, CTSO competitions, real-world job-related exposure, etc. to provide students with first-hand experience in the CTE field of study. This also includes increasing passing rates on Industry-based certification exams.

**Progress Measure (Lead):** Increase College, Career, and Military Readiness percentage through the use of SAT, ACT, AP, Dual Credit, CTE, and STEM opportunities. Increase enrollment and successful completion by 5%.

**Outcome Measure (Lag):** Increased enrollment in CTE courses and increased certifications and overall success in CTE courses.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Principal, Dean of Instruction, CIS, CTE teachers

**ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 8, 10

**Funding Sources:** CTE student travel - 163 - Career & Technical Education (CTE) - 163.11.6494.00.007.22.000 - \$40,000, CTE teacher travel - 163 - Career & Technical Education (CTE) - 163.13.6411.00.007.22.000 - \$5,000, Technology for CTE students - 163 - Career & Technical Education (CTE) - 163.11.6398.00.007.22.000 - \$33,500, CTE Technology supplies for CTE students - 163 - Career & Technical Education (CTE) - 163.11.6394.00.007.22.000 - \$20,000, Instructional supplies for CTE students - 163 - Career & Technical Education (CTE) - 163.11.6399.00.007.22.000 - \$5,000, Industry-based certifications for floral design and law enforcement - 163 - Career & Technical Education (CTE) - 163.23.6299.xx.007.22.xxx - \$2,500, Fingerprinting and application license fee for law enforcement - 163 - Career & Technical Education (CTE) - 163.11.6499.00.007.22.000 - \$1,500

### Key Strategic Action 10 Details

**Key Strategic Action 10:** HHHS will hold parent education and engagement nights in order to give parents strategies and information needed to support Emergent Bilingual students and make them aware of available resources. Topics discussed will include, EOCs, preparing for college, connecting families to the community resources, providing strategies for building language skills at home, etc.

**Progress Measure (Lead):** Increase College, Career, and Military Readiness percentage through the use of SAT, ACT, AP, Dual Credit, CTE, and STEM opportunities. Increase enrollment and successful completion by 5%.

**Outcome Measure (Lag):** Emergent Bilingual students will increase their CCMR percentage and there will be an increase in collaboration between school and home.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** ESL teacher, Dean of Instruction, CIS, Principal

**ESF Levers:**

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

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 8, 12, 15

**Funding Sources:** Snacks for parents that attend events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.007.24.PAR - \$1,000

### Key Strategic Action 11 Details

**Key Strategic Action 11:** HHHS will hold parent education and engagement nights in order to give parents strategies and information needed to support students in CCMR, technology, organization strategies, time management, etc.

**Progress Measure (Lead):** Increase College, Career, and Military Readiness percentage through the use of SAT, ACT, AP, Dual Credit, CTE, and STEM opportunities. Increase enrollment and successful completion by 5%.

**Outcome Measure (Lag):** Parents will be better able to support their students in achieving their goals, and parents and students will be better prepared to work together on virtual learning should the need arise.

**Dates/Timeframes:** once per year

**Staff Responsible for Monitoring:** Principal, Dean of Academic Instruction, CIS, AVID Teacher

**ESF Levers:**

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

**Problem Statements:** Student Success 8, 12, 15

**Funding Sources:** Snacks for parent night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.007.24.PAR - \$300, Supplies for parent nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.007.24.PAR - \$256

**Key Strategic Action 12 Details**

**Key Strategic Action 12:** Students that are behind in credits will be placed in online Credit Recovery Labs to earn the missing credits.

**Progress Measure (Lead):** Reduce the number of students behind in credits by 5% by end of the school year.

**Outcome Measure (Lag):** Students will earn missing credits and graduate from high school on time.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Interventionists, Dean of Instruction, Counselors

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 9

**Key Strategic Action 13 Details**

**Key Strategic Action 13:** Using TELPAS, EOC, PSAT, and SAT scores, identify needs to focus instruction for EB students

**Progress Measure (Lead):** Scores of EB students will show an increase of 5% by the end of the school year.

**Outcome Measure (Lag):** Identified gaps will begin to close for EB students.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** ESL Teacher, Dean of Instruction

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 6, 7, 13

**Key Strategic Action 14 Details**

**Key Strategic Action 14:** Increase the number of students taking Honors, AP, and Dual Credit courses through recruitment and retention strategies, utilizing AP Potential reports.

**Progress Measure (Lead):** Increase enrollment in AP and Dual Credit courses by 5% in the 2024-25 school year.

**Outcome Measure (Lag):** More sections of AP and Dual Credit courses will be needed in the future to accommodate increased enrollment.

**Dates/Timeframes:** Beginning of Fall Semester

**Staff Responsible for Monitoring:** AP Coordinator, AP & Dual Credit Teachers, Dean of Instruction

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Success 8, 12, 18, 19

### Key Strategic Action 15 Details

**Key Strategic Action 15:** Provide additional PLC planning time for core teachers to work with the CIS and CIC, so they can effectively analyze data to drive instruction and select best practices to target student needs. This time can be used to plan for Tier 1 instruction; intervention for failing students' grades; targeted supports for EB students, at-risk students, or economically disadvantaged students; and extension for advanced students.

**Progress Measure (Lead):** Increase the number of students passing core classes and EOCs by 10% in addition to improving our CCMR percentage from 93% to 100%.

**Outcome Measure (Lag):** Student success needs to be consistently tracked in PLCs. Bridged gaps from learning, improved EOC scores and student passing rates in core classes.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Lead Teachers, CIS, CIC

**ESF Levers:**

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

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 6, 8, 11, 13, 19 - Human Capital 3, 5

**Funding Sources:** Subs for teachers who are planning - 166 - State Comp Ed - 166.13.6299.00.007.30.AR0 - \$7,500, Subs for teachers who are planning - 211 - ESEA, Title I Part A - 211.13.6299.OL.007.30.000 - \$7,500

### Goal 4 Problem Statements:

#### Student Success

**Problem Statement 1:** The most recent disaggregated English I EOC STAAR results show only 50% of special education students, 74% of economically disadvantaged students, and 72% of emergent bilingual students were successful on the English I EOC compared to 82% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 2:** The most recent disaggregated Algebra I EOC STAAR results show only 50% of special education students, 64% of economically disadvantaged students, and 67% of emergent bilingual students were successful on the Algebra I EOC compared to 73% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 3:** The most recent disaggregated English II EOC STAAR results show only 45% of special education students, 71% of economically disadvantaged students, and 49% of emergent bilingual students were successful on the English II EOC compared to 78% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 4:** The most recent disaggregated Biology EOC STAAR results show only 74% of special education students, 87% of economically disadvantaged students, and 83% of emergent bilingual students were successful on the Biology EOC compared to 82% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 5:** The most recent disaggregated US History EOC STAAR results show only 84% of special education students, 92% of economically disadvantaged students, and 91% of emergent bilingual students were successful on the US History EOC compared to 97% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 6:** More than 60% of students identified as at-risk (EOC re-testers) are not successful on subsequent attempts to pass the EOC (December of the following year). **Root Cause:** Interventions for these at-risk students (EOC re-testers) are not performed with fidelity in the classroom setting.

**Problem Statement 7:** Preliminary data shows that 28% of students did not approach grade level in Algebra I; 27% and 18% did not meet grade level in English I and II respectively; 5% did not approach grade level in Biology; and 2% did not approach grade level in US History. **Root Cause:** Formative and summative data is not being used with fidelity to drive instruction and plan for interventions within the classroom.

## Student Success

**Problem Statement 8:** 93% of 2023 graduates are projected to earn their CCMR indicator which falls short of the 100% campus goal. **Root Cause:** While this percentage reflects growth from the prior year, there is a lack of campus-wide knowledge about CCMR and the ways students can earn it.

**Problem Statement 9:** For the 2025 school year, 150 students are projected to be lacking in credits needed to graduate. **Root Cause:** Students do not take advantage of opportunities to earn back credits such as summer school and Evening Academy due to time constraints beyond the regular school day.

**Problem Statement 10:** CTE programs require significant resource investment to provide the real-world classroom and travel experiences associated with these courses and related student organizations (CTSOs). **Root Cause:** CTE course learning cannot necessarily be contained to the four walls of a traditional classroom setting.

**Problem Statement 11:** PLC Leaders, Department Heads, and Campus Administrators observed that the PLCs use data from common formative assessments less than 50% of the time to drive instruction. **Root Cause:** Departments focus more on summative data verses looking at formative data during the allotted PLC time.

**Problem Statement 12:** Parents of underclassmen and their students do not know about academic programs and opportunities that are available at HHHS. **Root Cause:** Students and parents are not informed about various programs and prerequisites at an early enough stage for the student to meet the requirements for the programs.

**Problem Statement 13:** Data from Spring 2024 Internal Instructional Rounds and Coaching Walks indicated that in 50% of observed classrooms, students were in the independent or focused phase of instruction. Collaboration and discourse were observed in 25% of classes, but they lacked intention, depth, and purpose. **Root Cause:** HHHS teachers may need more training on how to implement productive group work using academic vocabulary.

**Problem Statement 14:** Student technology device demand exceeds our current inventory. There is insufficient technology on campus for students to use for creative and inventive endeavors, online testing requirements, interventions, tutorials, or for virtual learning if the need arises again. **Root Cause:** Resources for certain technology needs for the campus are not always available.

**Problem Statement 15:** Parents frequently request information on how to support their students in academics and four-year planning for their futures. **Root Cause:** Parents are not familiar with the technology platform required, nor the CCMR standards so that they can adequately support their students with homework, four-year-plans, etc.

**Problem Statement 18:** Parents of economically disadvantaged students reported they do not know about educational opportunities that are available to students and they lack resources to learn about them on their own. **Root Cause:** Parents of economically disadvantaged students do not attend information sessions or do not have two-way communication with the school.

**Problem Statement 19:** The most recent disaggregated EOC STAAR results show significant decreases in the "Masters" category for students compared to the previous school year. In one subject, the percentage dropped to 6%. **Root Cause:** The 7.4% of the student population that is identified as Gifted and Talented is not performing to their maximum potential.

## Human Capital

**Problem Statement 3:** Teachers need to be coached to address challenges in maintaining high expectations for student achievement. **Root Cause:** Standards and assessments have changed or less experienced staff is not familiar with the specificity needed for instruction.

**Problem Statement 4:** Not all staff are fully aware of updated policies and procedures, leading to inconsistent implementation. **Root Cause:** Gaps in communication and training regarding policy updates.

**Problem Statement 5:** Harker Heights High School staff needs professional development to improve student achievement and teacher capacity. **Root Cause:** More than 50% of staff have fewer than ten years of experience.

**Priority 2: Human Capital**

**Goal 1:** To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** HHHS staff will serve as a host campus to clinical teachers, participate in job fairs, and provide team-building activities with staff.

**Progress Measure (Lead):** HHHS will staff 100% of its allocated positions and retain as many staff members as possible in the 2024-25 school year.

**Outcome Measure (Lag):** Decrease in failure rates for freshmen students and an increase in student participation in school activities.

**Dates/Timeframes:** Quarterly and Ongoing

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Academic Instruction

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

**Problem Statements:** Human Capital 1

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Harker Heights High School is committed to creating a positive work environment for the staff 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 at the district level.

**Progress Measure (Lead):** Climate at HHHS will be reported as mostly positive in staff surveys conducted throughout the year.

**Outcome Measure (Lag):** Teachers will develop stronger peer relationships resulting in a positive work environment, which will directly affect the educational experiences of students.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Principal, Dean of Instruction

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

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

**Problem Statements:** Human Capital 2

**Goal 1 Problem Statements:**



## Human Capital

**Problem Statement 1:** Challenges in staffing specialized positions, such as special education, CTE, and STEM teachers, persist. **Root Cause:** There is a high demand and limited supply of qualified candidates for these specialized roles. These candidates may even take a cut in pay to work in education instead of their fields of study.

**Problem Statement 2:** According to surveys, some staff members feel that their feedback is not adequately addressed or acted upon. **Root Cause:** There is a lack of a structured process for responding to feedback that would provide clarity and transparency.

**Priority 2: Human Capital**

**Goal 2:** The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> HHHS staff will serve as a host campus to clinical teachers, participate in job fairs, provide PLC planning time, and encourage team-building activities with staff.</p> <p><b>Progress Measure (Lead):</b> HHHS will staff 100% of its allocated positions and retain as many staff members as possible in the 2024-25 school year.</p> <p><b>Outcome Measure (Lag):</b> Teachers will feel connected to the campus, encouraging retention and recruitment of other staff members.</p> <p><b>Dates/Timeframes:</b> Quarterly</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Dean of Academic Instruction</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Human Capital 1, 3</p> <p><b>Funding Sources:</b> Materials printed for curriculum staff - 211 - ESEA, Title I Part A - 211.11.6397.00.007.30.000 - \$200, Supplies needed by Dean of Instruction - 211 - ESEA, Title I Part A - 211.13.6399.00.007.30.000 - \$100</p>

**Goal 2 Problem Statements:**

<b>Human Capital</b>
<p><b>Problem Statement 1:</b> Challenges in staffing specialized positions, such as special education, CTE, and STEM teachers, persist. <b>Root Cause:</b> There is a high demand and limited supply of qualified candidates for these specialized roles. These candidates may even take a cut in pay to work in education instead of their fields of study.</p> <p><b>Problem Statement 3:</b> Teachers need to be coached to address challenges in maintaining high expectations for student achievement. <b>Root Cause:</b> Standards and assessments have changed or less experienced staff is not familiar with the specificity needed for instruction.</p>

**Priority 2: Human Capital**

**Goal 3:** The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Maximize PLC planning and collaboration time so that teachers can use data effectively for driving instruction and selecting best practices to target student needs. Administration staff will support teachers and monitor the relentless focus on Tier I Instruction.

**Progress Measure (Lead):** To continuously provide professional development programs which improve 100% of teacher growth in the areas of Gradual Release of Responsibility (GRR), classroom management, differentiated instruction, and improved content rigor. We will disaggregate all student needs by using multiple measures of student data and plan the professional development accordingly throughout the school year.

**Outcome Measure (Lag):** Decrease in failure rates for freshmen students and an increase in student participation in school activities.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Dean of Academic Instruction, Lead Teachers, Department Principals, CIS, Teachers

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Human Capital 3

**Funding Sources:** Funding of Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.007.30.000 - \$90,000, Funding of Dean of Academic Instruction - 211 - ESEA, Title I Part A - 211.23.6119.00.007.30.000 - \$114,000

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Staff will attend professional development training including content-specific PD targeting the needs of at-risk learners, emergent bilingual students, economically disadvantaged students, G/T students, CTE students and all students with social emotional needs. Administration staff will support teachers in and monitor the implementation of strategies learned in these trainings.

**Progress Measure (Lead):** To continuously provide professional development programs which improve 100% of teacher growth in the areas of Gradual Release of Responsibility (GRR), classroom management, differentiated instruction, bridging gaps, relationship building, and increased rigor. We will disaggregate all student needs by using multiple measures of student data and plan the professional development accordingly throughout the school year.

**Outcome Measure (Lag):** Teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.

**Dates/Timeframes:** Monthly and Summer 2025

**Staff Responsible for Monitoring:** Principal, Dean of Academic Instruction, Department Principals, Teachers, CIS

#### ESF Levers:

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

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 7, 11, 13 - Human Capital 1, 3, 5

**Funding Sources:** Teacher professional development targeting at-risk students - 166 - State Comp Ed - 166.13.6411.00.007.30.AR0 - \$5,000, Subs for teachers of at-risk students - 166 - State Comp Ed - 166.13.6299.OL.007.30.AR0 - \$500, Administrator professional development targeting at-risk students - 166 - State Comp Ed - 166.23.6411.00.007.30.AR0 - \$500, Teacher professional development - 211 - ESEA, Title I Part A - 211.13.6411.00.007.30.000 - \$11,000, Subs for teachers at professional development - 211 - ESEA, Title I Part A - 211.13.6299.00.007.30.SUB - \$1,500, Administrator professional development - 211 - ESEA, Title I Part A - 211.23.6411.00.007.30.000 - \$3,500, Teacher professional development for at-risk students - 166 - State Comp Ed - 166.13.6299.00.007.30.AR0 - \$500, Teacher professional development, online - 211 - ESEA, Title I Part A - 211.13.6299.OL.007.30.000 - \$300, Teacher professional development targeting at-risk students - 166 - State Comp Ed - 166.13.6299.00.007.30.AR0, Administrator professional development targeting at-risk students - 166 - State Comp Ed - 166.13.6239.00.007.30.AR0, ESC provided professional development - 211 - ESEA, Title I Part A - 211.13.6239.00.007.30.000 - \$300, Professional development of CTE teachers (travel) - 163 - Career & Technical Education (CTE) - 163.13.6411.00.007.22.000 - \$500, Professional development of CTE teachers - 163 - Career & Technical Education (CTE) - 163.11.6299.00.007.22.000 - \$500

### Key Strategic Action 3 Details

**Key Strategic Action 3:** In PLCs, teacher leaders and core teachers will participate in book studies such as, "Civil Discourse," "Better Learning Through Structured Teaching," "Kagan Cooperative Learning" (specifically targeting at-risk students), and "The First Days of School" which can directly impact instruction and at-risk student success.

**Progress Measure (Lead):** To continuously provide professional development programs which improve 100% of teacher growth in the areas of Gradual Release of Responsibility (GRR), classroom management, differentiated instruction, and improved content rigor. We will disaggregate all student needs by using multiple measures of student data and plan the professional development accordingly throughout the school year.

**Outcome Measure (Lag):** Increase student engagement and performance in addition to student achievement and teacher capacity.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Teacher Leaders, CIS, Dean of Academic Instruction

#### ESF Levers:

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

**Problem Statements:** Human Capital 3, 4, 5

**Funding Sources:** Books for staff book studies and professional development - 211 - ESEA, Title I Part A - 211.13.6329.00.007.30.000 - \$500, Books for administrator studies and professional development - 211 - ESEA, Title I Part A - 211.23.6329.00.007.30.000 - \$200, Books for teachers of at-risk students for professional development - 166 - State Comp Ed - 166.13.6329.00.007.30.AR0 - \$500, Educational resources from print shop - 211 - ESEA, Title I Part A - 211.11.6397.00.007.30.000 - \$300

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Provide meetings for new teachers monthly to support them in best practice implementation, technology use, special programs facilitation, and any other needs identified.

**Progress Measure (Lead):** To continuously provide professional development programs which improve 100% of teacher growth in the areas of Gradual Release of Responsibility (GRR), classroom management, differentiated instruction, and improved content rigor. We will disaggregate all student needs by using multiple measures of student data and plan the professional development accordingly throughout the school year.

**Outcome Measure (Lag):** Increase skill set of new teachers and see increase in implementation of strategies.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** CIS, Campus Instructional Coach, Dean of Academic Instruction

**ESF Levers:**

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

**Problem Statements:** Human Capital 3, 4, 5

**Funding Sources:** Supplies for new teachers' meetings and professional development - 211 - ESEA, Title I Part A - 211.11.6399.00.007.30.000 - \$200

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Provide professional development training that will focus on the unique needs of G/T students.

**Progress Measure (Lead):** To continuously provide professional development programs which improve 100% of teacher growth in the areas of Gradual Release of Responsibility (GRR), classroom management, differentiated instruction, and improved content rigor. We will disaggregate all student needs by using multiple measures of student data and plan the professional development accordingly throughout the school year.

**Outcome Measure (Lag):** Teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.

**Dates/Timeframes:** Quarterly and Summer of 2025

**Staff Responsible for Monitoring:** Dean of Instruction, CIS

**ESF Levers:**

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

**Problem Statements:** Student Success 19

**Funding Sources:** Professional development for G/T teachers (APSi, AVID, etc.) - 177 - Gifted/Talented - 177.11.6411.00.007.21.000 - \$2,500

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Provide professional development training (in-person or virtually) that will focus on the unique needs in support of CTE students.

**Progress Measure (Lead):** To continuously provide professional development programs which improve 100% of teacher growth in the areas of Gradual Release of Responsibility (GRR), classroom management, differentiated instruction, and improved content rigor. We will disaggregate all student needs by using multiple measures of student data and plan the professional development accordingly throughout the school year.

**Outcome Measure (Lag):** CTE teachers will demonstrate and utilize new strategies in the classroom and will work with their colleagues in creating engagement in the classroom.

**Dates/Timeframes:** Monthly and Summer 2025

**Staff Responsible for Monitoring:** Dean of Academic Instruction, CIS, CTE teachers

**ESF Levers:**

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

**Problem Statements:** Human Capital 1, 3, 5

**Funding Sources:** CTE Teacher professional development travel - 163 - Career & Technical Education (CTE) - 163.13.6411.00.007.22.000 - \$2,000, CTE Teacher professional development - 163 - Career & Technical Education (CTE) - 163.13.6299.00.007.22.000 - \$500, CTE Teacher professional development online - 163 - Career & Technical Education (CTE) - 163.13.6299.00.007.22.000 - \$300, Subs for CTE Teachers at professional development - 163 - Career & Technical Education (CTE) - 163.11.6116.00.007.22.000 - \$500

### Goal 3 Problem Statements:

#### Student Success

**Problem Statement 1:** The most recent disaggregated English I EOC STAAR results show only 50% of special education students, 74% of economically disadvantaged students, and 72% of emergent bilingual students were successful on the English I EOC compared to 82% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 2:** The most recent disaggregated Algebra I EOC STAAR results show only 50% of special education students, 64% of economically disadvantaged students, and 67% of emergent bilingual students were successful on the Algebra I EOC compared to 73% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 3:** The most recent disaggregated English II EOC STAAR results show only 45% of special education students, 71% of economically disadvantaged students, and 49% of emergent bilingual students were successful on the English II EOC compared to 78% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 4:** The most recent disaggregated Biology EOC STAAR results show only 74% of special education students, 87% of economically disadvantaged students, and 83% of emergent bilingual students were successful on the Biology EOC compared to 82% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 5:** The most recent disaggregated US History EOC STAAR results show only 84% of special education students, 92% of economically disadvantaged students, and 91% of emergent bilingual students were successful on the US History EOC compared to 97% overall. **Root Cause:** These populations were already under-performing, and the struggles associated with re-integrating after a year of virtual learning contributed to an environment in which teachers could not adequately intervene to close those gaps.

**Problem Statement 7:** Preliminary data shows that 28% of students did not approach grade level in Algebra I; 27% and 18% did not meet grade level in English I and II respectively; 5% did not approach grade level in Biology; and 2% did not approach grade level in US History. **Root Cause:** Formative and summative data is not being used with fidelity to drive instruction and plan for interventions within the classroom.

## Student Success

**Problem Statement 11:** PLC Leaders, Department Heads, and Campus Administrators observed that the PLCs use data from common formative assessments less than 50% of the time to drive instruction. **Root Cause:** Departments focus more on summative data verses looking at formative data during the allotted PLC time.

**Problem Statement 13:** Data from Spring 2024 Internal Instructional Rounds and Coaching Walks indicated that in 50% of observed classrooms, students were in the independent or focused phase of instruction. Collaboration and discourse were observed in 25% of classes, but they lacked intention, depth, and purpose. **Root Cause:** HHHS teachers may need more training on how to implement productive group work using academic vocabulary.

**Problem Statement 19:** The most recent disaggregated EOC STAAR results show significant decreases in the "Masters" category for students compared to the previous school year. In one subject, the percentage dropped to 6%. **Root Cause:** The 7.4% of the student population that is identified as Gifted and Talented is not performing to their maximum potential.

## Human Capital

**Problem Statement 1:** Challenges in staffing specialized positions, such as special education, CTE, and STEM teachers, persist. **Root Cause:** There is a high demand and limited supply of qualified candidates for these specialized roles. These candidates may even take a cut in pay to work in education instead of their fields of study.

**Problem Statement 3:** Teachers need to be coached to address challenges in maintaining high expectations for student achievement. **Root Cause:** Standards and assessments have changed or less experienced staff is not familiar with the specificity needed for instruction.

**Problem Statement 4:** Not all staff are fully aware of updated policies and procedures, leading to inconsistent implementation. **Root Cause:** Gaps in communication and training regarding policy updates.

**Problem Statement 5:** Harker Heights High School staff needs professional development to improve student achievement and teacher capacity. **Root Cause:** More than 50% of staff have fewer than ten years of experience.

**Priority 2: Human Capital**

**Goal 4:** All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details
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<p><b>Key Strategic Action 1:</b> Provide staff surveys regarding job satisfaction to gauge school climate. In addition, staff will be provided the opportunity to set goals and self-reflect on their own job performance as well as receive supervisor input.</p>
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<p><b>Progress Measure (Lead):</b> 100% of staff will have the opportunity to receive job-performance feedback in the 2024-25 school year through formal and informal channels.</p>
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<p><b>Outcome Measure (Lag):</b> Increase positive climate and staff connection with the campus.</p>
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<p><b>Dates/Timeframes:</b> Monthly and ongoing</p>
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<p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>
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<p><b>ESF Levers:</b></p>
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<p>Lever 1: Strong School Leadership and Planning</p>
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<p><b>Problem Statements:</b> Human Capital 2</p>
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**Goal 4 Problem Statements:**

Human Capital
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<p><b>Problem Statement 2:</b> According to surveys, some staff members feel that their feedback is not adequately addressed or acted upon. <b>Root Cause:</b> There is a lack of a structured process for responding to feedback that would provide clarity and transparency.</p>
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**Priority 3: Financial Stewardship**

**Goal 1:** The District will use data driven planning to prioritize resource allocations.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> The Site-Based Decision-Making Committee will collaborate in the evaluation process of our Campus Improvement Plan. The committee will submit feedback to the campus on how well we are utilizing our resources to accomplish our goals and areas that have become a concern.</p> <p><b>Progress Measure (Lead:</b> Harker Heights High School has a commitment to monitor and improve the efficiency of its resource allocation by implementing quarterly resource audits.</p> <p><b>Outcome Measure (Lag):</b> Resources will be evaluated for effectiveness and adjusted based on data.</p> <p><b>Dates/Timeframes:</b> Monthly and Quarterly</p> <p><b>Staff Responsible for Monitoring:</b> Principal, SBDM Committee, Dean of Instruction</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Human Capital 2 - Financial Stewardship 1</p>

**Goal 1 Problem Statements:**

<b>Human Capital</b>
<p><b>Problem Statement 2:</b> According to surveys, some staff members feel that their feedback is not adequately addressed or acted upon. <b>Root Cause:</b> There is a lack of a structured process for responding to feedback that would provide clarity and transparency.</p>
<b>Financial Stewardship</b>
<p><b>Problem Statement 1:</b> Some stakeholders feel that they are not adequately involved in the early stages of the budgeting process. <b>Root Cause:</b> Limited outreach and communication channels during the initial budget planning phase.</p>

**Priority 3: Financial Stewardship**

**Goal 2:** The District will prepare budgets using transparent and open communication amongst stakeholders.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> The Site-Based Decision-Making Committee will collaborate in the evaluation process of our Campus Improvement Plan. The committee will submit feedback to the campus on how well we are utilizing our resources to accomplish our goals and areas that have become a concern.</p> <p><b>Progress Measure (Lead):</b> Harker Heights High School has a commitment to monitor and improve the efficiency of its resource allocation by implementing quarterly resource audits.</p> <p><b>Outcome Measure (Lag):</b> The Harker Heights High School stakeholders will contribute to the evaluation process and perceive it as transparent and open.</p> <p><b>Dates/Timeframes:</b> Quarterly</p> <p><b>Staff Responsible for Monitoring:</b> Principal, SBDM Committee, Dean of Instruction</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Human Capital 2 - Financial Stewardship 1</p>

**Goal 2 Problem Statements:**

<b>Human Capital</b>
<p><b>Problem Statement 2:</b> According to surveys, some staff members feel that their feedback is not adequately addressed or acted upon. <b>Root Cause:</b> There is a lack of a structured process for responding to feedback that would provide clarity and transparency.</p>
<b>Financial Stewardship</b>
<p><b>Problem Statement 1:</b> Some stakeholders feel that they are not adequately involved in the early stages of the budgeting process. <b>Root Cause:</b> Limited outreach and communication channels during the initial budget planning phase.</p>

**Priority 3: Financial Stewardship**

**Goal 3:** The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Paraprofessionals that aspire to be teachers in Killeen ISD are encouraged to participate in cohorts that will assist them in earning their alternative teaching certificate.</p> <p><b>Progress Measure (Lead):</b> Teaching vacancies on campus will be minimal as more paraprofessionals become District of Innovation teachers on the path to being fully certified.</p> <p><b>Outcome Measure (Lag):</b> Increased morale on campus among paraprofessionals receiving this district support as well as increased positive culture on campus of growing our own employees to reach their own and district goals.</p> <p><b>Dates/Timeframes:</b> Monthly</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Human Capital 1</p>

**Goal 3 Problem Statements:**

<b>Human Capital</b>
<p><b>Problem Statement 1:</b> Challenges in staffing specialized positions, such as special education, CTE, and STEM teachers, persist. <b>Root Cause:</b> There is a high demand and limited supply of qualified candidates for these specialized roles. These candidates may even take a cut in pay to work in education instead of their fields of study.</p>

**Priority 3: Financial Stewardship**

**Goal 4:** District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> The Site-Based Decision-Making Committee will collaborate in the evaluation process of our Campus Improvement Plan. The committee will submit feedback to the campus on how well we are utilizing our resources to accomplish our goals and areas that have become a concern.</p> <p><b>Progress Measure (Lead):</b> Harker Heights High School has a commitment to monitor and improve the efficiency of its resource allocation by implementing quarterly resource audits.</p> <p><b>Outcome Measure (Lag):</b> The Harker Heights High School stakeholders will contribute to the evaluation process and perceive it as transparent and open.</p> <p><b>Dates/Timeframes:</b> Quarterly</p> <p><b>Staff Responsible for Monitoring:</b> Principal, SBDM Committee, Dean of Instruction</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Human Capital 2 - Financial Stewardship 1</p>

**Goal 4 Problem Statements:**

<b>Human Capital</b>
<p><b>Problem Statement 2:</b> According to surveys, some staff members feel that their feedback is not adequately addressed or acted upon. <b>Root Cause:</b> There is a lack of a structured process for responding to feedback that would provide clarity and transparency.</p>
<b>Financial Stewardship</b>
<p><b>Problem Statement 1:</b> Some stakeholders feel that they are not adequately involved in the early stages of the budgeting process. <b>Root Cause:</b> Limited outreach and communication channels during the initial budget planning phase.</p>