

Killeen Independent School District

Shoemaker High School

2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1.1: Pathways for All students to build connections.

Foster a sense of belonging and community among students to support their social and emotional development.

Strategies:

- **Mentorship Programs:** Establish peer and teacher mentorship programs to help students build positive relationships. SEL and counseling programs throughout the year will focus on topics that deal with the well-being of students. Lessons on bullying and violence will be provided through classroom guidance lessons.
- **Capturing Kids' Hearts Training:** Provide training for teachers and staff on the Capturing Kids' Hearts program to build positive, productive relationships with students.
 - **Social Contracts:** Develop social contracts in classrooms to establish norms and expectations collaboratively with students.
 - **Incentive Programs:** Reward students for good attendance and punctuality with PACK Points they can cash in for prizes, pep rallies, etc.
- **Parent Engagement:** Host parent program nights regularly (2 to 4 nights per year) to inform parents about all campus programs and enhance their ability to support their child's academic achievement.
 - **Parent Liaison:** Foster collaboration between the community, parents, students, and staff. The liaison will support a positive campus culture by providing parent support, community outreach, and organizing cultural events.
 - **Community Events:** Organize regular events such as community pep rallies, family nights, holiday nights, cultural nights, dyslexia nights, open houses, and athletic events to bring together students, parents, and staff.
 - **Communication:** Provide information in the monthly newsletter regarding the importance of regular attendance and the support available for families.
- **Extracurricular Activities:** Expand the range of extracurricular activities to cater to diverse interests, ensuring every student finds a niche.
- **Advisory Period:** Implement advisory period where students can build relationships with their peers as a team, receive guidance lessons over diverse topics and engage in campus events through this period.

Measurement:

- Surveys that assess students' sense of belonging and connectedness.
- Participation rates in extracurricular activities and community events.
- Feedback from students and parents on mentorship programs and advisory periods.
- Feedback from teachers and students on the impact of the program.
- Attendance data tracking and analysis.
- Number of students meeting attendance goals and receiving incentives.
- Parent engagement metrics, such as attendance at meetings and events.

Goal 1.2: All students meet or exceed the Texas grade-level standards in reading and writing.

Improve literacy skills to ensure all students meet or exceed state standards in reading and writing.

Strategies:

- **Differentiated Instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.
- **Reading Programs:** Implement school-wide reading programs, including book clubs and reading challenges. All grade levels and teachers will use RACE strategies in the classroom to improve reading and writing comprehension. This cross-curricular approach will continue to support all learners in a systematic way for success.
- **Writing Workshops:** Conduct writing workshops as part of the curriculum focusing on different genres and purposes of writing.
- **Professional Development:** Provide teachers with ongoing professional development on effective literacy instruction strategies.
- **Staff and Student Professional Development:** Think Big will provide teacher and student workshops throughout the year. The program will offer feedback on writing and lesson plan development to meet or exceed grade-level standards.
- **Parental Involvement:** Engage parents in literacy activities and provide resources to support reading and writing at home.
- **Campus Planning:** Departmental planning, PLC, analyzing student data for acceleration/intervention, and tutorials in After-School University.

Measurement:

- Standardized test scores in reading and writing.
- Progress monitoring through formative assessments.
- Student portfolios showcasing their writing progress over time.

Goal 1.3: All student meet or exceed the Texas grade level standards in math

Enhance mathematical understanding and problem-solving skills to ensure all students meet or exceed state standards in math.

Strategies:

- **Math Intervention Programs:** Implement targeted intervention programs for students struggling in math.
- **Differentiated Instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.
- **Professional Development:** Provide teachers with ongoing professional development on effective math instruction strategies utilizing Region 12 resources and learning center.
- **Parental Involvement:** Engage parents in math night activities and provide resources to support learning at home at home.
- **Math-Focused Tutoring Center:** Provide targeted tutoring outside of the school day with resources and manipulatives to support hands-on learning.
- **Cross-Curricular Connections:** Integrate math into other subjects to show real-world applications and relevance through campus PLC.
- **Campus Planning:** Departmental planning, PLC, analyzing student data for acceleration/intervention, and tutorial in After-School University.

Measurement:

- Standardized test scores in math
- Formative assessments to track progress
- Student participation attendance at After-School University

Goal 1.4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce.

Prepare students with resources and incentives to earn CCMR.

Strategies:

- **TSIA2 Testing:** All English III and Algebra II students will be TSIA2 tested in class. Counselors will pull students individually who need to be tested for dual credit. TSIA2 boot camps will be provided.
- **College Prep English and Math:** Courses will be offered for credit.
- **SAT:** Juniors will be given the opportunity to PSAT, and seniors SAT.
- **AP Courses:** AP courses will be offered to students, and opportunities will be provided for parents and students to receive information on the benefits of taking AP courses.
- **Military Enlistment:** Students will be educated by counselors on the process of military enlistment as it relates to CCMR.

Measurement:

- Tracking student participation in college and career readiness programs.
- Feedback from students and parents on the effectiveness of information nights.
- Tracking student 4-year planning
- TAPR reports

Student Success Strengths

Diversity is our strength!

SHS has shown tremendous growth in CCMR rates in the area of College Readiness.

STAAR Improvements shown in the last school year:

- English I Meets and Masters scores showed growth.
- English II Meets scores showed growth.
- Biology Masters scores showed growth.
- US History Meets scores showed growth.

Problem Statements Identifying Student Success Needs

Problem Statement 1: Data shows that SHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. **Root Cause:** Lack of accountability for truancy

Problem Statement 2: Though the campus saw less serious behavior incidents than last year, behavior is still an issue that needs to be addressed. **Root Cause:** Continued transition out of COVID-19 virtual learning

Problem Statement 3: English I EOC Approaches or Above scores dropped 8% last year. Though Meets and Masters scores improved, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 4: Algebra EOC Masters scores have declined over the past 4 years. In the last school year, the Approaches or Above scores dropped 10%. Meets and Masters

scores also dropped. All scores are below the district and state averages. **Root Cause:** There were some staffing changes mid-year. The Algebra I team did not consistently plan together.

Problem Statement 5: Biology EOC Masters improved at the Masters level, but declined in Approaches and Meets. All scores are below the district and state averages. **Root Cause:** One Biology teacher was new to the content. The Biology team did not consistently plan together.

Problem Statement 6: US History EOC Masters scores have declined over the past 4 years. All scores are below the district and state averages. **Root Cause:** US History teachers improved their Approaches and Meets scores, but need to continue to work on pushing students to higher levels of thinking and learning.

Problem Statement 7: EB students' EOC scores are consistent with the district's at the Approaches or Above level overall, but lower in Algebra I and English I/II. Though Biology has shown growth overall, scores are below state averages in "Meets or Above", and both state and district for "Masters and Above". **Root Cause:** English and Algebra teachers lack the resources and instructional strategies they need to target EB students in their classes. Biology teachers need more PD to help them push their EB students to higher levels of thinking and learning.

Problem Statement 8: AP scores are lower than the state in all areas, and lower than the district in the vast majority. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Problem Statement 9: Though SHS made great improvements in the area of CCMR last year, AP/Dual Credit enrollment numbers remain low. **Root Cause:** Students and parents need more education about advanced coursework, how it figures into GPA, how it affects their options for college, etc.

Problem Statement 10: Though SHS has made great improvements in the area of CCMR last year, we need to push to continue growing so we can achieve an "A" rating in the area of CCMR. **Root Cause:** The state is increasing the rigor of CCMR requirements.

Problem Statement 11: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 12: Students have limited access to up-to-date technology. **Root Cause:** We are not a 1-1 campus, so teachers have to share computer/iPad carts. Some carts are slow, taking up class time to boot/load/etc.

Problem Statement 13: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Problem Statement 14: English II EOC Approaches or Above scores did not grow from last year. Though Meets scores improved by 2%, all scores are below the district and state averages. **Root Cause:** English II teachers did not regularly plan together as a team.

Human Capital

Human Capital Summary

Human Capital

Goal 2.1: To Recruit and Retain Staff, the District Will Promote a Positive Work Environment and Provide a Competitive Compensation and Benefits Plan

Create a supportive and attractive work environment to recruit and retain high-quality staff.

Strategies:

- **Work Environment:** Foster a positive work culture through team-building activities, recognition programs, and staff wellness throughout the year.
- **Employee Recognition:** Celebrate staff achievements and milestones.

Measurement:

- Staff retention rates and turnover statistics
- Surveys assessing staff satisfaction with work environment and compensation
- Participation rates in wellness programs and team-building activities
- Feedback from staff on recognition programs

Goal 2.2: The District Will Implement Effective Standards and Practices That Will Consistently and Strategically Staff Campuses and Departments

Ensure all campuses and departments are adequately staffed with qualified personnel.

Strategies:

- **Strategic Staffing Plan:** Develop and implement a staffing plan that anticipates future needs based on student enrollment trends and program growth.
- **Diversity and Inclusion:** Prioritize diversity and inclusion in hiring practices to reflect the community and bring varied perspectives to the school.

Measurement:

- Time taken to fill vacancies
- Diversity metrics of the staff
- Feedback from hiring managers on the efficiency of the hiring process
- Analysis of staffing levels relative to student enrollment and program needs

Goal 2.3: The District Will Identify and Provide Ongoing Training and Coaching Needed for Staff to Build Their Professional Capacity

Enhance staff skills and knowledge through continuous professional development.

Strategies:

- **Technology Training:** Provide training on the latest educational technologies to ensure staff are equipped to integrate these tools into their teaching.
- **Mentoring Program:** Provide mentoring of all new to Shoemaker and new teachers throughout the year. Supported through after-school, lunchtime, and classroom visits.
- **New to Teaching:** All new teachers will attend lunch and learn sessions to help support them on campus during their first year. The training will focus on campus culture, grade book, technology, best practices, and targeted strategies to help the new teacher on campus.
- **Professional Development:** Ensure staff receive professional development opportunities that align with district and campus initiatives, focusing on high-quality instruction to enhance student performance on CUAs, MAP, and STAAR through best practices and DOK learning progression within the PLC framework.
- **PLC/Planning:** Provide half-day PLC planning time for each marking period. Engage in effective PLC planning daily for English I/II and Algebra I, and twice a month for all other subjects, with a focus on Depth of Knowledge (DOK) learning progression. Additionally, target supplemental focus on building lessons to engage all learners in each student group.
 - *The Focus:*
 - *Establish detailed conditions for creating collective teacher efficacy, using data to identify student learning needs.*
 - *Plan collectively, implement strategies, and observe colleagues in deliberate classroom practices that deepen expertise and facilitate increased student and teacher learning.*
 - *Select learning opportunities to bolster knowledge and enhance professional skills surrounding evidence-based practices that address needs and accelerate learning.*
 - *Define how teacher teams can cultivate and increase motivation and energy as individuals and, equally importantly, with one other.*

Measurement:

- Participation rates in professional development programs
- Staff feedback on the quality and relevance of training sessions
- Surveys assessing staff confidence in using new technologies
- Feedback from staff on professional development
- Participation rates in feedback initiatives and PLCs
- Data reviews and reflections on the learning process
- Student work review and reflections

Goal 2.4: All Staff Will Have Formal and Informal Opportunities to Give and Receive Feedback Regarding Job Satisfaction and Performance

Create a culture of open communication and continuous improvement through regular feedback.

Strategies:

- **Performance Evaluations:** Conduct regular performance evaluations that provide constructive feedback and identify areas for growth.
- **Staff Surveys:** Administer regular surveys to gather feedback on job satisfaction, work environment, and school leadership.

Measurement:

- Results from staff satisfaction surveys
- Feedback from performance evaluations
- Analysis of feedback trends to inform school improvement plans

Human Capital Strengths

Multiple off-campus professional development opportunities.

Professional Learning Communities meet bi-weekly. Adjustments have been made to offer an PLC period for English I, English II and Algebra I teachers for the 24-25 school year.

SHS is focused on building relationships.

Additional learning opportunities are given on the district's built-in professional development days.

Teacher mentoring programs are provided for first-year teachers and "buddies" assigned to teachers new to SHS.

Efforts are made to hire staff members who are representative of our diverse student population, and have experience offering high quality curriculum and instruction.

The district ensures all staff members are highly qualified.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Problem Statement 2: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 3: AP scores are lower than the state in all areas, and lower than the district in the vast majority. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

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Financial Stewardship

Financial Stewardship Summary

Goal 3.1: The District Will Use Data-Driven Planning to Prioritize Resource Allocations

Utilize data to make informed decisions about resource allocation to maximize student success.

Strategies:

- **Needs Assessment:** Conduct regular needs assessments to identify priorities based on student performance data, enrollment trends, and facility needs.
- **Data Analysis:** Use financial data and performance metrics to guide resource allocation decisions.
- **Resource Allocation Model:** Develop a transparent model that aligns resources with strategic priorities and educational goals.
- **Regular Review:** Implement a cycle of regular review and adjustment based on data insights to ensure optimal resource use.
- **Attendance Monitoring:** Implement an attendance monitoring system to identify and address attendance issues promptly.

Measurement:

- Alignment of resource allocation with strategic priorities
- Improvement in key performance indicators (KPIs) such as student achievement and attendance
- Feedback from stakeholders on the effectiveness of resource allocation
- Periodic audits and reviews of resource allocation processes
- Regular analysis of attendance data to identify trends and areas for improvement
- Reduction in the number of attendance-related issues
- Increased student attendance rates

Goal 3.2: The District Will Prepare Budgets Using Transparent and Open Communication Amongst Stakeholders

Promote transparency and inclusivity in the budgeting process by involving key stakeholders.

Strategies:

- **Stakeholder Meetings:** Conduct regular meetings with the school secretary, lead teachers, and the Site-Based Decision-Making (SBDM) committee to discuss and prepare budgets.
- **Communication:** Maintain open lines of communication with all stakeholders throughout the budgeting process.
- **Stakeholder Engagement:** Involve teachers, parents, staff, and community members in the budgeting process through meetings, surveys, and forums.

Measurement:

- Feedback from stakeholders on the budgeting process
- Documentation of budget meetings and decisions made
- Stakeholder satisfaction with the transparency and inclusivity of the budgeting process

Goal 3.3: The District Will Continuously Evaluate and Update Policies and Procedures to Foster a Positive Culture and Climate

Ensure that school policies and procedures are regularly reviewed and updated to support a positive school culture and climate.

Strategies:

- **Regular Meetings:** Hold regular meetings with the SBDM committee, department teams, and Title I stakeholders to evaluate and update policies and procedures.
- **Parent Engagement:** Organize meetings with the parent liaison, family engagement nights, volunteer programs, and community pep rallies to involve parents and the community in school activities and decision-making.

Measurement:

- Number of policies and procedures reviewed and updated annually
- Feedback from stakeholders on the effectiveness of the updated policies and procedures
- Participation rates in family engagement nights and other community events

Goal 3.4: District Operational Department Training Will Focus on Effective and Sustainable Use of District Resources and Procedures

Enhance the efficiency and sustainability of district operations through targeted training programs.

Strategies:

- **Operational Training:** Provide training for staff on the effective use of district resources and procedures, including tools such as Hero, Writeable, Schoology, NWEA MAP, and Eduphoria.
- **Training Programs:** Develop and deliver training programs on resource management, sustainability practices, and efficient procedures.
- **Best Practices Sharing:** Facilitate the sharing of best practices and successful strategies among departments.
- **Sustainability Initiatives:** Implement sustainability initiatives to reduce waste and promote environmentally responsible practices.

Measurement:

- Participation rates in operational training programs
- Staff feedback on the effectiveness and relevance of the training
- Improvements in the efficient and sustainable use of district resources as observed through periodic audits and reviews

Financial Stewardship Strengths

Students and parents are well informed. Monthly Smore notifications are sent monthly to parents through Blackboard Connect, and the Student Activities Coordinator keeps our Facebook and Instagram pages updated regularly to communicate information about sports, clubs, activities, testing, and other events on campus.

The SHS Schoology pages are also updated daily with announcements, which are also broadcast over the intercom at school.

A conscious effort is made to put a spotlight on all the positive things happening at SHS, through social media and advertising news stories on KISD's social media pages, as well as local news outlets.

Many students are involved in activities such as athletics, fine arts, and various other organizations and clubs.

Many students involved in organizations participate in community outreach activities.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: A small percentage of our students, parents and staff members attend school events outside of the school day such as athletic events, Fine Arts performances, and other community/academic events. **Root Cause:** Lack of engagement indicates that connections to the campus aren't strong enough to encourage participation outside of the school day.

Problem Statement 2: Data shows that SHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. **Root Cause:** Lack of accountability for truancy

Problem Statement 3: English I EOC Approaches or Above scores dropped 8% last year. Though Meets and Masters scores improved, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

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Problem Statement 10: English II EOC Approaches or Above scores did not grow from last year. Though Meets scores improved by 2%, all scores are below the district and state averages. **Root Cause:** English II teachers did not regularly plan together as a team.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: Provide an opportunity for students to build relationships through the use of Capturing Kids' Hearts and provide opportunities to join various clubs and organizations around campus.

Progress Measure (Lead): Encourage staff members to sponsor clubs to offer more diverse club options to students. Advertise the clubs in announcements, social media and on campus TV monitors to encourage participation.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the number of clubs offered and attended on campus will increase from 36 to at least 50.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Student Activities

Collaborating Departments: Administration Team, Teachers of various content areas

Problem Statements: Student Success 1, 2 - Financial Stewardship 1, 2

Key Strategic Action 2 Details

Key Strategic Action 2: Implement and systematically sustain a culture-building program.

Progress Measure (Lead): Implement and monitor Capturing Kids Hearts strategies on campus. Provide students with rewards for attendance and achievements using the Hero rewards system. Utilize parent liaison and at-risk counselor to provide trainings, resources, and other support to students and families. Provide teachers with ample support and celebrate their successes.

Outcome Measure (Lag): By the end of the 2024-2025 school year, student attendance will increase from 89% to 92%. Discipline referrals will decrease from 2641 to 2200.

Dates/Timeframes: Quarterly

Staff Responsible for Monitoring: Assistant Principals, Attendance Officer, Principal

Problem Statements: Student Success 1, 2 - Financial Stewardship 1, 2

Funding Sources: Food for parent events on campus - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.008.24.PAR - \$1,000, Parent Trainings and Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.00.008.24.PAR - \$2,242, Conference for Parent Liaison to support parent involvement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.008.24.PAR - \$1,800, Presenters to work with At-Risk students - 166 - State Comp Ed - 166.11.6299.00.008.30.AR0 - \$6,000

Key Strategic Action 3 Details

Key Strategic Action 3: Recruit and retain students in advanced academics.

Progress Measure (Lead): Provide at least two boot camps for college entrance exams. Provide guidance lessons on the benefits of taking higher level classes. Provide PD for advanced course teachers to increase their level of effectiveness.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the completion rate of advanced courses will increase from 24% to 28%.

Dates/Timeframes: Quarterly

Staff Responsible for Monitoring: Dean of Instruction, Curriculum Instructional Specialist

Problem Statements: Student Success 8, 9 - Human Capital 3 - Financial Stewardship 8

Funding Sources: Food for AP Parent Education Night - 177 - Gifted/Talented - 177.36.6499.00.008.21.000 - \$1,000, AP Exam Readiness Online Program - 177 - Gifted/Talented - 177.11.6299.OL.008.21.000 - \$4,000

Key Strategic Action 4 Details

Key Strategic Action 4: Recruit and retain students in Career and Technical Education (CTE).

Goal 1 Problem Statements:

Student Success

Problem Statement 1: Data shows that SHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. **Root Cause:** Lack of accountability for truancy

Problem Statement 2: Though the campus saw less serious behavior incidents than last year, behavior is still an issue that needs to be addressed. **Root Cause:** Continued transition out of COVID-19 virtual learning

Problem Statement 8: AP scores are lower than the state in all areas, and lower than the district in the vast majority. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Problem Statement 9: Though SHS made great improvements in the area of CCMR last year, AP/Dual Credit enrollment numbers remain low. **Root Cause:** Students and parents need more education about advanced coursework, how it figures into GPA, how it affects their options for college, etc.

Human Capital

Problem Statement 3: AP scores are lower than the state in all areas, and lower than the district in the vast majority. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Financial Stewardship

Problem Statement 1: A small percentage of our students, parents and staff members attend school events outside of the school day such as athletic events, Fine Arts performances, and other community/academic events. **Root Cause:** Lack of engagement indicates that connections to the campus aren't strong enough to encourage participation outside of the school day.

Problem Statement 2: Data shows that SHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. **Root Cause:** Lack of accountability for truancy

Problem Statement 8: AP scores are lower than the state in all areas, and lower than the district in the vast majority. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

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: Ensure a vertically aligned and guaranteed viable curriculum is taught and assessed in all English I and II classes.

Progress Measure (Lead): Every English I and English II teacher will plan daily during their designated PLC period, with the support of the curriculum administrators. Their PLC will include protocols to dissect data, lesson plans, and student work samples, with an emphasis on writing.

Outcome Measure (Lag): By the end of the year, English I STAAR approaches scores will increase from 59% to 69%. English II STAAR approaches scores will increase from 69% to 79%. Meets and Masters will increase by 7%.

Dates/Timeframes: Daily Monitoring

Staff Responsible for Monitoring: Dean of Instruction, Curriculum Instructional Specialists, Curriculum Instructional Coach, T-TESS Appraisers

Collaborating Departments: Curriculum

Problem Statements: Student Success 3, 7, 13, 14 - Human Capital 1, 4 - Financial Stewardship 3, 7, 10

Key Strategic Action 2 Details

Key Strategic Action 2: Data-driven instruction and intervention are provided, using evidence based instruction in all English I , English II classrooms and support needed reading in Science and Social Studies .

Progress Measure (Lead): Use data protocols in daily PLC's to make data informed decisions. Utilize suggested district resources to ensure instructional materials are at or above grade level. English interventions will be offered to students during a 30-minute intervention period daily to address HB 1416. TIA English teachers will be used to support HB 1416 students.

Outcome Measure (Lag): By the end of the year, at least 80% of students receiving instruction in intervention classes will show growth by at least 10% on their English STAAR assessments.

Dates/Timeframes: Daily

Staff Responsible for Monitoring: Dean of Instruction, Curriculum Instructional Specialists, Curriculum Instructional Coach, T-TESS Appraisers, Intervention Teachers

Collaborating Departments: Curriculum

Problem Statements: Student Success 3, 7, 11, 14 - Human Capital 2, 4 - Financial Stewardship 3, 7, 9, 10

Funding Sources: PD for At-Risk Teachers - 166 - State Comp Ed - 166.13.6411.00.008.30.AR0 - \$10,000, EOC Support materials for content areas - 166 - State Comp Ed - 166.11.6399.00.008.30.AR0 - \$4,850, AP reading material to support extened learning towardds the course and AP test - 177 - Gifted/Talented - 177.11.6329.00.008.21.000 - \$300, Supplies for AP course to improve student understanding though projects and activites - 177 - Gifted/Talented - 177.11.6399.00.008.21.000 - \$1,500

Key Strategic Action 3 Details

Key Strategic Action 3: SHS will hold English I and English II STAAR prep boot camps for students twice a year.

Progress Measure (Lead): SHS will hold STAAR prep boot camps for students twice a year.

Outcome Measure (Lag): By the end of the year, at least 400 freshmen, 400 sophomores, and English I/II re-testers will attend a STAAR prep boot camp.

Dates/Timeframes: Twice a year

Staff Responsible for Monitoring: Dean of Instruction, CIC, CIS, Interventionists

Collaborating Departments: Curriculum

Problem Statements: Student Success 3, 7, 11, 14 - Human Capital 2, 4 - Financial Stewardship 3, 7, 9, 10

Funding Sources: English I and English II STAAR prep boot camps for retesters - 166 - State Comp Ed - 166.11.6299.00.008.30.AR0 - \$6,150, English I and English II STAAR prep boot camps for first-time testers - 211 - ESEA, Title I Part A - 211.11.6299.00.008.30.000 - \$5,000

Key Strategic Action 4 Details

Key Strategic Action 4: EB Students will receive supplemental support to help them close the language gap in their core content areas.

Progress Measure (Lead): Students will receive instructional support in our EB Lab and through the use of supplemental materials.

Outcome Measure (Lag): By the end of the year, EB EOC scores will increase by 5%

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: EB Teacher, EB Administrator

Collaborating Departments: Curriculum

Problem Statements: Student Success 7 - Human Capital 4 - Financial Stewardship 7

Funding Sources: Supplemental Materials/Manipulatives/Supplies for EB Students - 165/ES0 - ELL - 165.11.6399.00.008.25.ES0 - \$2,180

Goal 2 Problem Statements:

Student Success

Problem Statement 3: English I EOC Approaches or Above scores dropped 8% last year. Though Meets and Masters scores improved, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 7: EB students' EOC scores are consistent with the district's at the Approaches or Above level overall, but lower in Algebra I and English I/II. Though Biology has shown growth overall, scores are below state averages in "Meets or Above", and both state and district for "Masters and Above". **Root Cause:** English and Algebra teachers lack the resources and instructional strategies they need to target EB students in their classes. Biology teachers need more PD to help them push their EB students to higher levels of thinking and learning.

Problem Statement 11: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 13: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Student Success

Problem Statement 14: English II EOC Approaches or Above scores did not grow from last year. Though Meets scores improved by 2%, all scores are below the district and state averages. **Root Cause:** English II teachers did not regularly plan together as a team.

Human Capital

Problem Statement 1: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Problem Statement 2: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 4: EB students' EOC scores are consistent with the district's at the Approaches or Above level overall, but lower in Algebra I and English I/II. Though Biology has shown growth overall, scores are below state averages in "Meets or Above", and both state and district for "Masters and Above". **Root Cause:** English and Algebra teachers lack the resources and instructional strategies they need to target EB students in their classes. Biology teachers need more PD to help them push their EB students to higher levels of thinking and learning.

Financial Stewardship

Problem Statement 3: English I EOC Approaches or Above scores dropped 8% last year. Though Meets and Masters scores improved, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

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Problem Statement 9: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 10: English II EOC Approaches or Above scores did not grow from last year. Though Meets scores improved by 2%, all scores are below the district and state averages. **Root Cause:** English II teachers did not regularly plan together as a team.

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: Ensure a vertically aligned and guaranteed viable curriculum is taught and assessed in all Algebra I classes.

Progress Measure (Lead): All Algebra I teachers will plan daily during their designated PLC period, with the support of the curriculum administrators. Their PLC will include protocols to dissect data, lesson plans, and student work samples. Teachers will receive training and practice to use Springboard masterfully.

Outcome Measure (Lag): By the end of the year, Algebra I STAAR approaches scores will increase from 58% to 68%. Meets and Masters will increase by 7%.

Dates/Timeframes: Daily

Staff Responsible for Monitoring: Dean of Instruction, Curriculum Instructional Specialists, Curriculum Instructional Coach, T-TESS Appraisers

Collaborating Departments: Curriculum

Problem Statements: Student Success 4, 7, 11 - Human Capital 2, 4 - Financial Stewardship 4, 7, 9

Key Strategic Action 2 Details

Key Strategic Action 2: Data-driven instruction and intervention are provided, using evidence based instruction in all Algebra I classrooms.

Progress Measure (Lead): Use data protocols in daily PLC's to make data informed decisions. Utilize suggested district resources to ensure instructional materials are at or above grade level. Math interventions will be offered to students during a 30-minute intervention period daily to address HB 1416. TIA math teachers will be used to support HB 1416 students.

Outcome Measure (Lag): By the end of the year, at least 80% of students receiving instruction in intervention classes will show growth by at least 10% on their English STAAR assessments.

Dates/Timeframes: Daily

Staff Responsible for Monitoring: Dean of Instruction, Curriculum Instructional Specialists, Curriculum Instructional Coach, T-TESS Appraisers, Interventionist Teachers

Collaborating Departments: Curriculum

Problem Statements: Student Success 4, 7, 11, 12 - Human Capital 2, 4 - Financial Stewardship 4, 7, 9

Key Strategic Action 3 Details

Key Strategic Action 3: STAAR EOC Algebra I Boot Camps

Progress Measure (Lead): SHS will hold Algebra I STAAR prep boot camps for students twice a year.

Outcome Measure (Lag): By the end of the school year, 400 freshmen will participate in a STAAR EOC Algebra I Boot Camp.

Dates/Timeframes: Twice per year

Staff Responsible for Monitoring: Dean of Instruction, CIC, CIS, Interventionists

Collaborating Departments: Curriculum

Problem Statements: Student Success 4, 7 - Human Capital 4 - Financial Stewardship 4, 7

Funding Sources: STAAR Prep Boot Camp for Algebra I EOC Retesters - 166 - State Comp Ed - 166.11.6299.00.008.30.AR0 - \$5,000, STAAR Prep Boot Camp for First-Time Algebra I EOC Testers - 211 - ESEA, Title I Part A - 211.11.6399.00.008.30.000 - \$5,000

Goal 3 Problem Statements:

Student Success

Problem Statement 4: Algebra EOC Masters scores have declined over the past 4 years. In the last school year, the Approaches or Above scores dropped 10%. Meets and Masters scores also dropped. All scores are below the district and state averages. **Root Cause:** There were some staffing changes mid-year. The Algebra I team did not consistently plan together.

Problem Statement 7: EB students' EOC scores are consistent with the district's at the Approaches or Above level overall, but lower in Algebra I and English I/II. Though Biology has shown growth overall, scores are below state averages in "Meets or Above", and both state and district for "Masters and Above". **Root Cause:** English and Algebra teachers lack the resources and instructional strategies they need to target EB students in their classes. Biology teachers need more PD to help them push their EB students to higher levels of thinking and learning.

Problem Statement 11: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 12: Students have limited access to up-to-date technology. **Root Cause:** We are not a 1-1 campus, so teachers have to share computer/iPad carts. Some carts are slow, taking up class time to boot/load/etc.

Human Capital

Problem Statement 2: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 4: EB students' EOC scores are consistent with the district's at the Approaches or Above level overall, but lower in Algebra I and English I/II. Though Biology has shown growth overall, scores are below state averages in "Meets or Above", and both state and district for "Masters and Above". **Root Cause:** English and Algebra teachers lack the resources and instructional strategies they need to target EB students in their classes. Biology teachers need more PD to help them push their EB students to higher levels of thinking and learning.

Financial Stewardship

Problem Statement 4: Algebra EOC Masters scores have declined over the past 4 years. In the last school year, the Approaches or Above scores dropped 10%. Meets and Masters scores also dropped. All scores are below the district and state averages. **Root Cause:** There were some staffing changes mid-year. The Algebra I team did not consistently plan together.

Financial Stewardship

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Problem Statement 9: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

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: Keep stakeholders informed of college and career opportunities.

Progress Measure (Lead): Opportunities will be posted on social media and through Smore newsletters. Counselors will work with students to provide opportunities during career planning and parent education nights. Students will create post-secondary readiness goals, and counselors will audit their personal graduation plans.

Outcome Measure (Lag): By the end of the 2024-2025 school year, 90% of students will earn the CCMR designation.

Dates/Timeframes: Quarterly

Staff Responsible for Monitoring: Counselors, Dean of Instruction

Collaborating Departments: Curriculum, Counseling

Problem Statements: Student Success 8, 9, 10 - Human Capital 3 - Financial Stewardship 1, 8

Funding Sources: Guest speaker invited to speak with students about post-secondary readiness - 211 - ESEA, Title I Part A - 211.11.6299.00.008.30.000 - \$10,000

Key Strategic Action 2 Details

Key Strategic Action 2: Expand family and community partnerships to enhance and broaden learning experiences for students.

Progress Measure (Lead): Programs offered at the school will work with the community to provide students opportunities to apply their learning outside the school. Create partnerships with entities like the military, Men In Black, and the Scholarship Lady. Parent Liaison will work with area businesses and community members to provide additional opportunities and experiences for students in and outside the school. EB parent education events will be held.

Outcome Measure (Lag): By the end of the 2024-2025 school year, we will add at least five new community partnerships with our school.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Parent Liaison, Counselors, Principal, Assistant Principals, Curriculum Administrators, Student Activities Director

Collaborating Departments: Counseling, Student Activities

Problem Statements: Student Success 7 - Human Capital 4 - Financial Stewardship 1, 7

Key Strategic Action 3 Details

Key Strategic Action 3: Create opportunities outside the school day for students to get extra help, tutoring, STAAR prep, interventions, etc.

Progress Measure (Lead): Advertise After-School University 4 days per week, Saturday boot camps, etc.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the percentage of students who attend tutoring opportunities outside the school day will increase to 50% of those invited.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Lead Teachers, Interventionists, Administrators

Collaborating Departments: Curriculum

Problem Statements: Student Success 3, 4, 5, 6, 7, 8, 9, 10, 14 - Human Capital 3, 4 - Financial Stewardship 3, 4, 5, 6, 7, 8, 10

Funding Sources: Snacks for Tutoring, EOC Boot Camps, etc. - 211 - ESEA, Title I Part A - 211.11.6499.00.008.30.000 - \$6,000

Key Strategic Action 4 Details

Key Strategic Action 4: Create opportunities for SAT and PSAT Test Prep.

Progress Measure (Lead): SHS will offer a PSAT test prep session prior to the PSAT in October, and an SAT Test Prep session prior to the SAT in the spring.

Outcome Measure (Lag): By the end of the school year, students who participated in an SAT/PSAT test prep session will score higher on their test than they did on their practice test.

Dates/Timeframes: Once per semester

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

Collaborating Departments: Curriculum

Problem Statements: Student Success 10

Funding Sources: SAT/PSAT STAAR Prep Boot Camps - 211 - ESEA, Title I Part A - 211.11.6299.00.008.30.000 - \$10,000

Key Strategic Action 5 Details

Key Strategic Action 5: Provide off-campus opportunities for students in CTE courses, to include field trips and participation in CTE industry competitions. Replace old CTE devices to meet the needs of CTE students in the classroom and improve postsecondary readiness. Provide professional development on and off campus for CTE teachers to empower them with the knowledge they need to enhance CTE instruction and help raise the number of industry certifications that count toward CCMR.

Progress Measure (Lead): Students and teachers will attend and successfully compete in industry competitions.

Outcome Measure (Lag): By the end of the year, the number of students who earn an industry certification will increase by 10%.

Dates/Timeframes: All year

Staff Responsible for Monitoring: CTE Teachers, CTE Administrator

Collaborating Departments: Curriculum

Problem Statements: Student Success 10

Funding Sources: Supplies for Classroom Instruction - 163 - Career & Technical Education (CTE) - 163.11.6399.00.008.22.000 - \$20,000, Misc. Services and Online Programs for CTE students - 163 - Career & Technical Education (CTE) - 163.11.6299.00.008.22.000 - \$27,000, Student Travel for Industry Competitions - 163 - Career & Technical Education (CTE) - 163.36.6412.HL.008.22.000 - \$36,250, Student Travel for Industry Competition - Bus Expenses - 163 - Career & Technical Education (CTE) - 163.11.6494.00.008.22.000 - \$2,075, Employee Travel for Industry Competitions - 163 - Career & Technical Education (CTE) - 163.36.6411.00.008.22.000 - \$11,600, Membership Fees for Industry Competitions - 163 - Career & Technical Education (CTE) - 163.36.6495.xx.008.22.xxx - \$7,115, Food Purchases for Lifetime Nutrition Course, law applications and fingerprinting - 163 - Career & Technical Education (CTE) - 163.11.6499.00.008.22.000 - \$3,400, Furniture to outfit CTE labs that lost built-in furniture last year - 163 - Career & Technical Education (CTE) - 163.11.6393.00.008.22.000 - \$20,000, New CTE computers to replace outdated ones - 163 - Career & Technical Education (CTE) - 163.11.6398.00.008.22.000 - \$33,000, Toner for CTE printers - 163 - Career & Technical Education (CTE) - 163.11.6394.00.008.22.000 - \$3,560, Industry based Certifications - 163 - Career & Technical Education (CTE) - 163.11.6339.00.008.22.000 - \$4,000

Goal 4 Problem Statements:

Student Success

Problem Statement 3: English I EOC Approaches or Above scores dropped 8% last year. Though Meets and Masters scores improved, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 4: Algebra EOC Masters scores have declined over the past 4 years. In the last school year, the Approaches or Above scores dropped 10%. Meets and Masters scores also dropped. All scores are below the district and state averages. **Root Cause:** There were some staffing changes mid-year. The Algebra I team did not consistently plan together.

Problem Statement 5: Biology EOC Masters improved at the Masters level, but declined in Approaches and Meets. All scores are below the district and state averages. **Root Cause:** One Biology teacher was new to the content. The Biology team did not consistently plan together.

Problem Statement 6: US History EOC Masters scores have declined over the past 4 years. All scores are below the district and state averages. **Root Cause:** US History teachers improved their Approaches and Meets scores, but need to continue to work on pushing students to higher levels of thinking and learning.

Problem Statement 7: EB students' EOC scores are consistent with the district's at the Approaches or Above level overall, but lower in Algebra I and English I/II. Though Biology has shown growth overall, scores are below state averages in "Meets or Above", and both state and district for "Masters and Above". **Root Cause:** English and Algebra teachers lack the resources and instructional strategies they need to target EB students in their classes. Biology teachers need more PD to help them push their EB students to higher levels of thinking and learning.

Problem Statement 8: AP scores are lower than the state in all areas, and lower than the district in the vast majority. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Student Success

Problem Statement 9: Though SHS made great improvements in the area of CCMR last year, AP/Dual Credit enrollment numbers remain low. **Root Cause:** Students and parents need more education about advanced coursework, how it figures into GPA, how it affects their options for college, etc.

Problem Statement 10: Though SHS has made great improvements in the area of CCMR last year, we need to push to continue growing so we can achieve an "A" rating in the area of CCMR. **Root Cause:** The state is increasing the rigor of CCMR requirements.

Problem Statement 14: English II EOC Approaches or Above scores did not grow from last year. Though Meets scores improved by 2%, all scores are below the district and state averages. **Root Cause:** English II teachers did not regularly plan together as a team.

Human Capital

Problem Statement 3: AP scores are lower than the state in all areas, and lower than the district in the vast majority. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Problem Statement 4: EB students' EOC scores are consistent with the district's at the Approaches or Above level overall, but lower in Algebra I and English I/II. Though Biology has shown growth overall, scores are below state averages in "Meets or Above", and both state and district for "Masters and Above". **Root Cause:** English and Algebra teachers lack the resources and instructional strategies they need to target EB students in their classes. Biology teachers need more PD to help them push their EB students to higher levels of thinking and learning.

Financial Stewardship

Problem Statement 1: A small percentage of our students, parents and staff members attend school events outside of the school day such as athletic events, Fine Arts performances, and other community/academic events. **Root Cause:** Lack of engagement indicates that connections to the campus aren't strong enough to encourage participation outside of the school day.

Problem Statement 3: English I EOC Approaches or Above scores dropped 8% last year. Though Meets and Masters scores improved, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 4: Algebra EOC Masters scores have declined over the past 4 years. In the last school year, the Approaches or Above scores dropped 10%. Meets and Masters scores also dropped. All scores are below the district and state averages. **Root Cause:** There were some staffing changes mid-year. The Algebra I team did not consistently plan together.

Problem Statement 5: Biology EOC Masters improved at the Masters level, but declined in Approaches and Meets. All scores are below the district and state averages. **Root Cause:** One Biology teacher was new to the content. The Biology team did not consistently plan together.

Problem Statement 6: US History EOC Masters scores have declined over the past 4 years. All scores are below the district and state averages. **Root Cause:** US History teachers improved their Approaches and Meets scores, but need to continue to work on pushing students to higher levels of thinking and learning.

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Problem Statement 10: English II EOC Approaches or Above scores did not grow from last year. Though Meets scores improved by 2%, all scores are below the district and state averages. **Root Cause:** English II teachers did not regularly plan together as a team.

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.

Priority 2: Human Capital

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

Key Strategic Action 1 Details

Key Strategic Action 1: Effectively staff administration to support the growth and development of teachers.

Progress Measure (Lead): Increase the number of curriculum administrators who can support English I, English II, and Algebra I in daily PLC's, as well as other content areas during their scheduled PLC's.

Outcome Measure (Lag): At the start of the school year, the curriculum office will be fully staffed with one Dean, one CIC, and two CIS's specializing in Math and English.

Dates/Timeframes: Daily

Staff Responsible for Monitoring: Dean of Instruction, Principal

Problem Statements: Student Success 3, 4, 5, 6, 7, 11, 14 - Human Capital 2, 4 - Financial Stewardship 3, 4, 5, 6, 7, 9, 10

Funding Sources: Salary for Dean of Instruction - 211 - ESEA, Title I Part A - 211.13.6119.00.008.30.000 - \$107,731, Salary for Math CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.008.30.000 - \$85,687, Salary for English CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.008.30.000 - \$89,490

Key Strategic Action 2 Details

Key Strategic Action 2: Add additional Math and English teachers to allow English I, English II and Algebra I teachers to have a period in their schedule dedicated to PLC every day.

Progress Measure (Lead): Conduct interviews to add additional staff members.

Outcome Measure (Lag): By the end of the school year, English I, English II and Algebra I teaching positions will be 90% staffed.

Dates/Timeframes: Monthly

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

Collaborating Departments: Curriculum

Problem Statements: Student Success 3, 4, 7 - Human Capital 4 - Financial Stewardship 3, 4, 7

Funding Sources: Math Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.008.30.000 - \$71,283, Math Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.008.30.000 - \$71,283, English Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.008.30.000 - \$71,283, English Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.008.30.000 - \$71,283, Contracted Coaching for all staff at SHS - 211 - ESEA, Title I Part A - 211.11.6299.00.008.30.000 - \$175,000

Key Strategic Action 3 Details

Key Strategic Action 3: Strategically staff support positions for parents and students.

Progress Measure (Lead): SHS will hire a Parent Liaison and At-Risk Aide.

Outcome Measure (Lag): By the end of the first semester, these positions will be fully staffed.

Dates/Timeframes: Yearly

Staff Responsible for Monitoring: Principal

Collaborating Departments: Curriculum

Problem Statements: Student Success 1, 2, 13 - Human Capital 1 - Financial Stewardship 1, 2

Funding Sources: Parent Liaison position - 211 - ESEA, Title I Part A - 211.61.6129.00.008.30.000 - \$36,059, At-Risk Aide position - 166 - State Comp Ed - 166.11.6122.00.008.30.AR0 - \$28,822

Goal 2 Problem Statements:

Student Success

Problem Statement 1: Data shows that SHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. **Root Cause:** Lack of accountability for truancy

Problem Statement 2: Though the campus saw less serious behavior incidents than last year, behavior is still an issue that needs to be addressed. **Root Cause:** Continued transition out of COVID-19 virtual learning

Problem Statement 3: English I EOC Approaches or Above scores dropped 8% last year. Though Meets and Masters scores improved, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 4: Algebra EOC Masters scores have declined over the past 4 years. In the last school year, the Approaches or Above scores dropped 10%. Meets and Masters scores also dropped. All scores are below the district and state averages. **Root Cause:** There were some staffing changes mid-year. The Algebra I team did not consistently plan together.

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Problem Statement 6: US History EOC Masters scores have declined over the past 4 years. All scores are below the district and state averages. **Root Cause:** US History teachers improved their Approaches and Meets scores, but need to continue to work on pushing students to higher levels of thinking and learning.

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Problem Statement 13: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Student Success

Problem Statement 14: English II EOC Approaches or Above scores did not grow from last year. Though Meets scores improved by 2%, all scores are below the district and state averages. **Root Cause:** English II teachers did not regularly plan together as a team.

Human Capital

Problem Statement 1: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Problem Statement 2: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

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Financial Stewardship

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Problem Statement 10: English II EOC Approaches or Above scores did not grow from last year. Though Meets scores improved by 2%, all scores are below the district and state averages. **Root Cause:** English II teachers did not regularly plan together as a team.

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: Professional development will be provided for teachers to improve their instructional practices to best support our students.

Progress Measure (Lead): Teachers will be able to attend PD that will enhance their instruction.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the number of teachers attending professional development will increase from 15 to 25.

Dates/Timeframes: Quarterly

Staff Responsible for Monitoring: Dean of Instruction, CIC, CIS's, Principal

Collaborating Departments: Curriculum

Problem Statements: Student Success 8, 11, 13 - Human Capital 1, 2, 3 - Financial Stewardship 8, 9

Funding Sources: Professional development for teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.008.30.000 - \$13,591, AP Professional Development for Teachers - 177 - Gifted/Talented - 177.13.6411.00.008.21.000 - \$17,101

Goal 3 Problem Statements:

Student Success

Problem Statement 8: AP scores are lower than the state in all areas, and lower than the district in the vast majority. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Problem Statement 11: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 13: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Human Capital

Problem Statement 1: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Problem Statement 2: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 3: AP scores are lower than the state in all areas, and lower than the district in the vast majority. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Financial Stewardship

Problem Statement 8: AP scores are lower than the state in all areas, and lower than the district in the vast majority. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Problem Statement 9: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Priority 2: Human Capital

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

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details

Key Strategic Action 1: 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

Progress Measure (Lead): We are committed to monitoring and improving the efficiency of its resource allocation by implementing quarterly resource audits.

Outcome Measure (Lag): Resources will be evaluated for effectiveness and adjusted based on data.

Dates/Timeframes: Monthly and Quarterly

Staff Responsible for Monitoring: Principal, Technologist, SBDM Committee, Dean of Instruction

ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Success 11, 12 - Human Capital 2 - Financial Stewardship 9

Goal 1 Problem Statements:

Student Success

Problem Statement 11: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 12: Students have limited access to up-to-date technology. **Root Cause:** We are not a 1-1 campus, so teachers have to share computer/iPad carts. Some carts are slow, taking up class time to boot/load/etc.

Human Capital

Problem Statement 2: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Financial Stewardship

Problem Statement 9: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: 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>Progress Measure (Lead): We are committed to monitoring and improving the efficiency of its resource allocation by implementing quarterly resource audits.</p> <p>Outcome Measure (Lag): We will engage stakeholders to contribute to the evaluation process and perceive it as transparent and open.</p> <p>Dates/Timeframes: Quarterly</p> <p>Staff Responsible for Monitoring: Principal, SBDM Committee, Dean of Instruction</p> <p>Problem Statements: Student Success 1, 10, 13 - Human Capital 1 - Financial Stewardship 2</p>

Goal 2 Problem Statements:

Student Success
<p>Problem Statement 1: Data shows that SHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. Root Cause: Lack of accountability for truancy</p> <p>Problem Statement 10: Though SHS has made great improvements in the area of CCMR last year, we need to push to continue growing so we can achieve an "A" rating in the area of CCMR. Root Cause: The state is increasing the rigor of CCMR requirements.</p> <p>Problem Statement 13: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. Root Cause: Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.</p>
Human Capital
<p>Problem Statement 1: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. Root Cause: Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.</p>
Financial Stewardship
<p>Problem Statement 2: Data shows that SHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. Root Cause: Lack of accountability for truancy</p>

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details

Key Strategic Action 1: Shoemaker High School will be well maintained and safe.

Progress Measure (Lead: Damage and/or structural issues will be reported in a timely manner so they may be repaired. Custodians keep the school clean and well maintained. Metal detectors will be used daily, and all reports of bullying, planned fights, etc. will be investigated immediately with the aim to find a viable and timely resolution.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the number of violent and/or threatening referrals (Fighting/Mutual Combat, Assault, Weapons, Threats, Bullying, Harrassment) will drop from 124 to under 100.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Assistant Principals, Principals, Custodians

Collaborating Departments: Building Maintenance

Problem Statements: Student Success 2

Funding Sources: SEL Counselor attend Conferences focused on the SEL work to connect with students - 211 - ESEA, Title I Part A - 211.31.6411.00.008.30.000 - \$1,800, Recourses for staff professional development - 166 - State Comp Ed - 166.13.6399.00.008.30.ARO - \$3,500, Parent Materials for Families in need - 166 - State Comp Ed - 166.61.6329.00.008.30.ARO - \$500

Key Strategic Action 2 Details

Key Strategic Action 2: Implement a Parent Liaison Role to Enhance Family Engagement and Support to improve communication, foster strong relationships, and provide targeted support to parents and guardians, ensuring they are active partners in their children's education.

Progress Measure (Lead: Implementing a Parent Liaison will strengthen communication and relationships between the school and families, with the goal of increasing parent participation by 10% each quarter and achieving an 85% satisfaction rate, ultimately leading to improved student success.

Outcome Measure (Lag): By the end of the school year, we aim to achieve a 30% increase in family participation, a 5% improvement in student achievement, and a more positive school culture where parents and students feel supported and engaged.

Dates/Timeframes: quarterly

Staff Responsible for Monitoring: Principal, SBDM Committee, Dean of Instruction, Parent Liaison

Problem Statements: Student Success 1, 2, 10, 11 - Human Capital 2 - Financial Stewardship 2, 9

Funding Sources: Parent Liaison to support a positive campus culture that brings the community, parents, students and staff together. - 211 - ESEA, Title I Part A - 211.61.6129.00.008.30.000, Resources for families - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.008.24.PAR - \$800, Professional Development for Parent Liaison - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.008.24.PAR - \$500, Parent Liaison Supplemental Pay for Parent and Family Nights outside of the school day - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6121.00.008.24.PAR - \$1,500, Online resources - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.OL.008.24.PAR - \$300, Parenting Resources such as books, pamphlets and print shop - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.00.008.24.PAR - \$600

Goal 3 Problem Statements:

Student Success

Problem Statement 1: Data shows that SHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. **Root Cause:** Lack of accountability for truancy

Problem Statement 2: Though the campus saw less serious behavior incidents than last year, behavior is still an issue that needs to be addressed. **Root Cause:** Continued transition out of COVID-19 virtual learning

Problem Statement 10: Though SHS has made great improvements in the area of CCMR last year, we need to push to continue growing so we can achieve an "A" rating in the area of CCMR. **Root Cause:** The state is increasing the rigor of CCMR requirements.

Problem Statement 11: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Human Capital

Problem Statement 2: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Financial Stewardship

Problem Statement 2: Data shows that SHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. **Root Cause:** Lack of accountability for truancy

Problem Statement 9: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: 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>Progress Measure (Lead): Teaching vacancies on campus will be minimal as more paraprofessionals become District of Innovation teachers on the path to being fully certified.</p> <p>Outcome Measure (Lag): Increased morale on campus among paraprofessionals receiving this district support as well as increased positive culture on campus of growing our employees to reach their own and district goals.</p> <p>Dates/Timeframes: monthly</p> <p>Staff Responsible for Monitoring: Principal , Campus Instructional Coach, Dean of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Success 11 - Human Capital 2 - Financial Stewardship 9</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Increase the number of students and staff with access to technology through the Acceptable Use policy to enhance the educational experience at the campus.</p> <p>Progress Measure (Lead): We are committed to monitoring and improving the efficiency of its resource allocation by implementing quarterly resource audits.</p> <p>Outcome Measure (Lag): Students and staff will have access to up-to-date technology with the skills to successfully function in a technological society.</p> <p>Dates/Timeframes: Monthly</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Technologists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Success 11, 12 - Human Capital 2 - Financial Stewardship 9</p> <p>Funding Sources: Technology needed for at-risk students during interventions - 166 - State Comp Ed - 166.11.6398.00.008.30.AR0 - \$60,633, Technology needed for at-risk students during CTE classes - 163 - Career & Technical Education (CTE) - 163.11.6398.00.008.22.000, Technology needed for ELL students during tutoring - 165/ES0 - ELL - 165.11.6398.00.008.25.ES0 - \$10,000</p>

Goal 4 Problem Statements:

Student Success

Problem Statement 11: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 12: Students have limited access to up-to-date technology. **Root Cause:** We are not a 1-1 campus, so teachers have to share computer/iPad carts. Some carts are slow, taking up class time to boot/load/etc.

Human Capital

Problem Statement 2: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Financial Stewardship

Problem Statement 9: While SHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.