

Killeen Independent School District

Eastern Hills Middle School

2024-2025



Mission Statement

Teach so all students can learn to their maximum potential.

Vision

Eastern Hills Middle School is

a community of *integrity* and learning.

Where teachers and administrators mentor and inspire students,

and each other,

to embrace a growth mindset.

Where students are challenged to act with *humility* and *resilience*

as they develop skills that will prepare them to be

lifelong learners and productive members of society.

Where every individual feels safe and contributes

to our culture of pride, competitiveness,

and belonging.

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1.1: Pathways for All students to build connections

Eastern Hills Middle School is creating pathways for student connections through a multifaceted approach that includes:

- **Academic Pathways:** Enhanced instruction and differentiated learning strategies, along with targeted professional development for teachers.
- **Social and Emotional Pathways:** A comprehensive support system involving various school staff to address the holistic needs of students, supported by the Capturing Kids' Hearts program.
- **Parental Involvement:** Strengthened communication with parents through the addition of a Parent Liaison, to support student progress and engagement.
- **Student Attendance Preventative Measures:** Early identification, positive reinforcement, parental involvement, and targeted support services to ensure consistent student attendance.

By focusing on these areas, Eastern Hills Middle School aims to provide a well-rounded educational experience that fosters both academic excellence and personal growth for all students.

Goal 1.2: All students meet or exceed the Texas grade level standards in reading and writing & Goal 1.3: All students meet or exceed the Texas grade level standards in math

- **Supportive and Structured Learning Environment:** Creating a positive and compassionate atmosphere conducive to student success.
- **Data-Driven Instructional Planning:** Utilizing detailed planning and data analysis to inform instruction.
- **Standards-Based Instruction:** Implementing rigorous standards-based instruction using various educational frameworks.
- **Quality Staff Development and Collaborative Culture:** Leveraging district resources and fostering a collaborative culture among staff.
- **Focused Improvement for 2024 - 2025:** Analyzing data, anticipating student misunderstandings, and responding to individual student needs to enhance instructional effectiveness.

By integrating these strategies, EHMS is committed to ensuring all students achieve academic excellence in reading, writing and math.

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

College & Career Readiness classes provide structured guidance on college applications, financial aid, and academic planning. They foster essential skills such as time management, effective communication, and networking, preparing students not only for college but also for military service and careers. These classes help students understand college expectations and academic standards while introducing them to diverse career paths aligned with their interests and goals. Additionally, they equip students with tools for a smooth transition from middle school to high school, high school to college, military service, or other career paths.

Student Success Strengths

Goal 1.1: Pathways for All students to build connections

- A variety of clubs are available to students.
- The Boys & Girls Club is offered after school. Members are provided with tutoring and other activities.
- Family Engagement Nights to foster strong relationships between families and the school community, promote collaboration and support student success.
- The Social and Emotional Learning (SEL) Counselor provide opportunities for students to connect and interact appropriately.

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

- 34% of 6th-grade students met grade level on STAAR Reading, marking a 5% increase from 2023.
- 42% of 8th-grade students met grade level on STAAR Reading, reflecting an 11% increase from 2023.
- 8th-grade students had high percentages in "Approaches," "Meets," and "Masters" levels, especially among White and economically disadvantaged students for STAAR Reading.

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

- 96% of Algebra I students met grade level on the Algebra I End-of-Course (EOC) exam, representing a 12% increase from 2023.
- 7th-grade students had notable achievements in "Meets" and "Masters" levels among White and special education students for STAAR Math.

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

- 8th-grade students develop their high school 4-year plan during the College & Career Exploration class, ensuring they are prepared for their academic future.
- Students participate in annual trips to the Career Center, exposing them to various career paths and helping them make informed decisions about their future endeavors.
- Counselors offer personalized guidance to help students identify their post-secondary goals.

Problem Statements Identifying Student Success Needs

Problem Statement 1: The percentage of students meeting and mastering grade level in Mathematics is significantly lower compared to other subjects, especially in grades 6 and 7.

Root Cause: Insufficient support for teachers in delivering effective math instruction.

Problem Statement 2: There are notable performance gaps between different ethnic groups, particularly for Black/African American and Hispanic students compared to White and Asian students. **Root Cause:** Economic challenges affecting students' ability to access educational resources outside of school.

Problem Statement 3: Economically disadvantaged students consistently score lower across all subjects and grades. **Root Cause:** Insufficient parental involvement and support due to economic pressures.

Problem Statement 4: Special education students have the lowest percentage of meeting and mastering grade level standards across all subjects. **Root Cause:** Lack of specialized training for teachers in handling special education needs.

Problem Statement 5: The distribution of teaching experience shows that 50% of EHMS teachers have 0-5 years of experience, potentially impacting institutional knowledge and mentorship capacity compared to other experience brackets. **Root Cause:** Insufficient strategies for retaining experienced teachers and attracting mid-career educators.

Problem Statement 6: While vacancies are filled through a comprehensive process, there are challenges in attracting and retaining highly qualified teachers, particularly in specialized areas such as Dyslexia and Special Education. **Root Cause:** Limited effectiveness in targeted recruitment and retention strategies hinders EHMS' ability to attract and retain highly qualified teachers.

Problem Statement 7: Despite data-driven initiatives, there are gaps in aligning professional development opportunities with specific campus needs identified through STAAR, MAP, and T-TESS. **Root Cause:** Lack of effectively utilizing data from assessments and evaluations to tailor professional development.

Problem Statement 8: The lack of sustainability and effectiveness in support programs such as mentorship for new teachers and Professional Learning Communities (PLCs) at EHMS highlights the need for continuous evaluation and adaptation based on feedback and outcomes to enhance professional growth and instructional quality across the campus. **Root Cause:** The lack of robust feedback loops from evaluations and professional development sessions

Problem Statement 9: Adjustments to resource allocations based on ongoing data analysis are sometimes delayed, impacting the effectiveness of interventions. **Root Cause:** Processes and slow decision-making can delay timely adjustments to resource allocations.

Problem Statement 10: Training programs on the effective and sustainable use of district resources and procedures do not always reach all staff, leading to inconsistent application. **Root Cause:** Limited training schedules and insufficient outreach efforts prevent comprehensive staff participation.

Problem Statement 11: Limited parental involvement in creating high school 4-year plans and post-secondary goals. **Root Cause:** Lack of understanding and training.

Problem Statement 12: Participation in extracurricular activities before and after school has been lower than anticipated, which limits student engagement and the development of essential social, leadership, and academic skills outside the traditional classroom setting. **Root Cause:** Limited awareness or interest among students and parents about available extracurricular options.

Problem Statement 13: During the 2023-24 school year, EHMS experienced a high number of discipline incidents, which disrupted the learning environment and negatively impacted student achievement and school culture. **Root Cause:** A reactive rather than proactive approach to discipline, where interventions occur after problems arise instead of fostering strong, positive relationships that could prevent issues.

Problem Statement 14: EHMS has been designated as Targeted Support and Improvement (TSI) due to the White, Hispanic, and English Learner sub-populations not meeting the required performance targets in three Domain 3 indicators. **Root Cause:** Insufficient academic support for English language development, limited culturally responsive teaching practices, and inadequate use of data to inform and adjust instruction for students who are consistently struggling in key academic areas.

Problem Statement 15: Students are not demonstrating sufficient historical knowledge and critical thinking skills, as evidenced by low engagement with historical content and under-performance on history assessments. **Root Cause:** Traditional instructional methods have not fully engaged students or provided the depth needed to understand historical events and their relevance to current issues.

Human Capital

Human Capital Summary

Goal 2.1: To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

- Eastern Hills Middle School cultivates a supportive and collaborative work culture.

Goal 2.2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

- Use data-driven strategies for staffing to meet campus needs.
- Ensure timely and efficient hiring processes to maintain adequate staffing levels.

Goal 2.3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

- Offer regular professional development workshops and training sessions.
- Provide personalized coaching and mentoring programs for staff growth.

Goal 2.4: ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- Conduct regular surveys and feedback sessions to assess job satisfaction.
- Implement performance review systems that encourage two-way feedback.

Human Capital Strengths

Goal 2.1: To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

- EHMS has a diverse professional staff of 38 teachers, 17 instructional aides, and eleven administrators, ensuring a comprehensive team to support student needs across different educational requirements (Regular Ed, Dyslexia, Special Ed).

Goal 2.2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

- All teachers undergo evaluation via the Texas-Teacher Evaluation and Support System (T-TESS), which includes classroom walk-throughs and formal observations, providing structured feedback and driving professional growth.

Goal 2.3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

- The campus provides robust support for new teachers, including a district-level induction program, mentorship assignments, luncheons, and lesson plan labs, enhancing teacher retention and growth.

Goal 2.4: ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- EHMS utilizes various data sources (STAAR, MAP, CUA, T-TESS) to identify professional development needs, supported by Professional Learning Communities (PLCs) for collaborative planning and data analysis.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: The distribution of teaching experience shows that 50% of EHMS teachers have 0-5 years of experience, potentially impacting institutional knowledge and mentorship capacity compared to other experience brackets. **Root Cause:** Insufficient strategies for retaining experienced teachers and attracting mid-career educators.

Problem Statement 2: While vacancies are filled through a comprehensive process, there are challenges in attracting and retaining highly qualified teachers, particularly in specialized areas such as Dyslexia and Special Education. **Root Cause:** Limited effectiveness in targeted recruitment and retention strategies hinders EHMS' ability to attract and retain highly qualified teachers.

Problem Statement 3: Despite data-driven initiatives, there are gaps in aligning professional development opportunities with specific campus needs identified through STAAR, MAP, and T-TESS. **Root Cause:** Lack of effectively utilizing data from assessments and evaluations to tailor professional development.

Problem Statement 4: The lack of sustainability and effectiveness in support programs such as mentorship for new teachers and Professional Learning Communities (PLCs) at EHMS highlights the need for continuous evaluation and adaptation based on feedback and outcomes to enhance professional growth and instructional quality across the campus. **Root Cause:** The lack of robust feedback loops from evaluations and professional development sessions

Problem Statement 5: The percentage of students meeting and mastering grade level in Mathematics is significantly lower compared to other subjects, especially in grades 6 and 7. **Root Cause:** Insufficient support for teachers in delivering effective math instruction.

Problem Statement 6: Special education students have the lowest percentage of meeting and mastering grade level standards across all subjects. **Root Cause:** Lack of specialized training for teachers in handling special education needs.

Problem Statement 7: Stakeholder involvement in the evaluation and updating process is sometimes limited, reducing the sense of ownership and inclusion. **Root Cause:** Lack of structured opportunities for stakeholder participation.

Problem Statement 8: Training programs on the effective and sustainable use of district resources and procedures do not always reach all staff, leading to inconsistent application. **Root Cause:** Limited training schedules and insufficient outreach efforts prevent comprehensive staff participation.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1: The District will use data driven planning to prioritize resource allocations.

- Analyze student performance and resource utilization data to guide allocation decisions.
- Prioritize funding and resources based on data-driven insights to address key needs.

Goal 3.2: The District will prepare budgets using transparent and open communication amongst stakeholders.

- Engage stakeholders in budget discussions through public forums and meetings.
- Provide clear, accessible budget reports and updates to ensure transparency.

Goal 3.3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

- Regularly review and revise policies to reflect best practices and community feedback.
- Implement initiatives that promote inclusivity and a positive school environment.

Goal 3.4: District operational departments training will focus on effective and sustainable use of district resources and procedures.

- Ensure staff are trained on district procedures and best practices for operational efficiency.

Financial Stewardship Strengths

Goal 3.1: The District will use data driven planning to prioritize resource allocations.

- EHMS systematically collects a wide range of data, including student performance, behavioral, attendance, staff performance, financial, and community feedback, providing a holistic view of the school's needs and strengths.
- EHMS prioritizes resource allocation based on data analysis, addressing the most critical needs and aligning resources with strategic goals.
- EHMS regularly monitors the impact of resource allocations and is prepared to make adjustments based on ongoing data analysis to ensure continued effectiveness.

Goal 3.2: The District will prepare budgets using transparent and open communication amongst stakeholders.

- EHMS utilizes a transparent budgeting process, ensuring that all stakeholders have access to information about budget plans and allocations.
- EHMS maintains open communication channels, allowing for regular updates and discussions regarding budgetary decisions.
- Stakeholders, including staff, parents, and community members, are actively involved in the budgeting process, fostering a sense of ownership and collaboration.

Goal 3.3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

- EHMS demonstrates a strong commitment to continuous improvement by regularly evaluating and updating policies and procedures.
- EHMS involves stakeholders in the evaluation and updating process fosters a sense of ownership and inclusion, contributing to a positive culture and climate.

Goal 3.4: District operational departments training will focus on effective and sustainable use of district resources and procedures.

- EHMS provides professional development opportunities to continuously improve staff skills and knowledge regarding district resources and procedures.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: Adjustments to resource allocations based on ongoing data analysis are sometimes delayed, impacting the effectiveness of interventions. **Root Cause:** Processes and slow decision-making can delay timely adjustments to resource allocations.

Problem Statement 2: The complexity of budget information can make it difficult for stakeholders to understand and contribute meaningfully to the process. **Root Cause:** Lack of clear and accessible budget documentation and insufficient training on budget literacy for stakeholders.

Problem Statement 3: Stakeholder involvement in the evaluation and updating process is sometimes limited, reducing the sense of ownership and inclusion. **Root Cause:** Lack of structured opportunities for stakeholder participation.

Problem Statement 4: Training programs on the effective and sustainable use of district resources and procedures do not always reach all staff, leading to inconsistent application. **Root Cause:** Limited training schedules and insufficient outreach efforts prevent comprehensive staff participation.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: Increase parent engagement by offering workshops for parents to help them support their student's education at home.

Progress Measure (Lead): Stronger connection between school and home life.

Outcome Measure (Lag): By May 2025, parent engagement will increase by 20%.

Dates/Timeframes: Quarterly

Problem Statements: Student Success 2, 3

Funding Sources: Salary and Benefits for Parent Liaison - 211 - ESEA, Title I Part A - 211.11.6129.00.46.30.000 - \$31,875, Supplies for Parent Meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.46.24.PAR - \$1,742, Refreshments for Parent Meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.046.24.PAR - \$1,000

Key Strategic Action 2 Details

Key Strategic Action 2: Facilitate regular collaborative planning meetings between general education and special education teachers to align teaching strategies and share best practices.

Progress Measure (Lead): Increase in the percentage of special education students meeting and mastering grade-level standards.

Outcome Measure (Lag): By May 2025, all teachers will have one planning day per semester to collaborate.

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

Problem Statements: Student Success 4 - Human Capital 6

Funding Sources: Substitutes for Planning - 211 - ESEA, Title I Part A - 211.13.6299.00.46.30.000 - \$10,000

Key Strategic Action 3 Details

Key Strategic Action 3: Increase participation in extracurricular activities before and after school.

Progress Measure (Lead): EHMS will increase participation in exploring Fine Arts after school clubs (art and band).

Outcome Measure (Lag): By May 2025 the number of students participating in fine arts related clubs and organizations will increase from 30 students to 60 students.

Staff Responsible for Monitoring: CIS, Dean of Instruction

Problem Statements: Student Success 12

Key Strategic Action 4 Details

Key Strategic Action 4: Increase staff capacity for utilizing relationship strategies from Capturing Kids Hearts.

Progress Measure (Lead): The campus will utilize Capturing Kids Hearts with fidelity

Outcome Measure (Lag): By May of 2025: Overall satisfaction at Eastern Hills Middle School on the Culture & Climate survey will increase by 10%.

Attendance Rates will increase from 90% to 96%.

Discipline Referrals will decrease from 828 to 630.

In School Suspensions will decrease from 653 to 500.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Success 13

Key Strategic Action 5 Details

Key Strategic Action 5: Students will attend field trips, to include virtual trips when appropriate, to enhance and support their learning experiences, academic performance and make connections to real-world experiences. These field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting.

Progress Measure (Lead): By the end of April, each grade level will participate in at least one trip aligned with difficult-to-replicate TEKS content.

Outcome Measure (Lag): Student performance on specific TEKS-related assessments will increase least a 10% increase in scores following the field trip experiences.

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

Problem Statements: Student Success 2

Funding Sources: Transportation for Approved Supplemental Field-Based Learning - 166 - State Comp Ed - 166.11.6494.00.046.30.AR0 - \$3,000, Entry Fees for Approved Field-Based Learning - 166 - State Comp Ed - 166.11.6412.00.046.30.AR0 - \$1,300, Entry Fees for Approved Field-Based Learning - 177 - Gifted/Talented - 177.11.6412.00.046.21.000 - \$3,656, Transportation for Approved Supplemental Field-Based Learning - 177 - Gifted/Talented - 177.11.6494.00.046.21.000 - \$1,000

Key Strategic Action 6 Details

Key Strategic Action 6: EHMS will incorporate Lomans Education resources (such as primary source analysis, interactive lessons, and digital history tools) into the history curriculum to enrich students' understanding of historical events and their connections to modern issues.

Progress Measure (Lead): Monitor the percentage of history lessons incorporating Lomans Education resources, aiming for at least 75% of lessons to use these tools by the end of the school year.

Outcome Measure (Lag): By May 2025, there will be a 10% increase in overall scores on historical analysis and critical thinking.

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

Problem Statements: Student Success 15

Funding Sources: Loman Education for Social Studies - 211 - ESEA, Title I Part A - 211.11.6399.00.46.30.000 - \$3,351

Goal 1 Problem Statements:

Student Success

Problem Statement 2: There are notable performance gaps between different ethnic groups, particularly for Black/African American and Hispanic students compared to White and Asian students. **Root Cause:** Economic challenges affecting students' ability to access educational resources outside of school.

Problem Statement 3: Economically disadvantaged students consistently score lower across all subjects and grades. **Root Cause:** Insufficient parental involvement and support due to economic pressures.

Problem Statement 4: Special education students have the lowest percentage of meeting and mastering grade level standards across all subjects. **Root Cause:** Lack of specialized training for teachers in handling special education needs.

Problem Statement 12: Participation in extracurricular activities before and after school has been lower than anticipated, which limits student engagement and the development of essential social, leadership, and academic skills outside the traditional classroom setting. **Root Cause:** Limited awareness or interest among students and parents about available extracurricular options.

Problem Statement 13: During the 2023-24 school year, EHMS experienced a high number of discipline incidents, which disrupted the learning environment and negatively impacted student achievement and school culture. **Root Cause:** A reactive rather than proactive approach to discipline, where interventions occur after problems arise instead of fostering strong, positive relationships that could prevent issues.

Problem Statement 15: Students are not demonstrating sufficient historical knowledge and critical thinking skills, as evidenced by low engagement with historical content and under-performance on history assessments. **Root Cause:** Traditional instructional methods have not fully engaged students or provided the depth needed to understand historical events and their relevance to current issues.

Human Capital

Problem Statement 6: Special education students have the lowest percentage of meeting and mastering grade level standards across all subjects. **Root Cause:** Lack of specialized training for teachers in handling special education needs.

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: Develop and implement personalized learning plans and provide targeted interventions, such as small group instruction and one-on-one tutoring, for students identified as below grade level.

Progress Measure (Lead): Targeted, evidence-based instruction and interventions tailored to individual needs.

Outcome Measure (Lag): By May 2025, 70% of the students identified as below grade level will meet or exceed their growth targets after receiving personalized learning plans and targeted interventions.

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

Problem Statements: Student Success 7, 14 - Human Capital 3

Funding Sources: Salary and Benefits for Dean of Instruction - 211 - ESEA, Title I Part A - 211.23.6119.00.046.30.000 - \$114,669, Salary and Benefits for Campus Instructional Specialist (CIS) - 211 - ESEA, Title I Part A - 211.13.6119.00.46.30.000 - \$81,280

Key Strategic Action 2 Details

Key Strategic Action 2: Utilize iReady diagnostic assessments at the beginning, middle, and end of the year to track student growth, identify learning gaps, and inform instructional practices.

Progress Measure (Lead): Use teacher feedback during Professional Learning Community (PLC) meetings to evaluate how well iReady data is informing lesson planning and intervention strategies.

Outcome Measure (Lag): By May 2025, the percentage of students demonstrating growth in their iReady scale scores from BOY to EOY will be measured, aiming for 80% of students to achieve their typical or stretch growth targets.

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

Problem Statements: Student Success 3, 4, 7, 8, 14 - Human Capital 3, 4, 6

Funding Sources: iReady Professional Development - 211 - ESEA, Title I Part A - 211.13.6411.00.46.30.000 - \$6,600

Key Strategic Action 3 Details

Key Strategic Action 3: Conduct regular data reviews to identify learning gaps within White, Hispanic, and English Learner sub-populations in core subjects (reading, math, science, etc.). Use formative assessments and interim benchmarks to guide targeted instruction.

Progress Measure (Lead): Monitor the progress monthly through formative assessments and benchmark testing for White, Hispanic, and English Learner sub-populations.
Outcome Measure (Lag): By May 2025, there will be a 15% increase in the percentage of White, Hispanic, and English Learner students meeting or exceeding performance targets in the identified indicators of Domain 3.
Staff Responsible for Monitoring: Dean of Instruction, CIS, CIC

Problem Statements: Student Success 14

Funding Sources: Instructional Supplies to Support EB Students - 165/ES0 - ELL - 165.11.6399.00.046.25.ES0 - \$6,720

Key Strategic Action 4 Details

Key Strategic Action 4: Collaborate with DMGroup to analyze student achievement data in English Language Arts and Reading (ELAR), identifying gaps in performance and areas for growth.

Progress Measure (Lead): Ensure 100% participation of ELAR teachers in data-driven professional development sessions and strategy meetings.
Outcome Measure (Lag): Achieve a 10% improvement in student reading and writing scores on district assessments by May 2025.
Staff Responsible for Monitoring: Dean of Instruction, CIS, CIC

Problem Statements: Student Success 7 - Human Capital 3

Funding Sources: DM Group - 166 - State Comp Ed - 166.11.6299.00.046.30.ARO - \$60,000

Goal 2 Problem Statements:

Student Success

- Problem Statement 3:** Economically disadvantaged students consistently score lower across all subjects and grades. **Root Cause:** Insufficient parental involvement and support due to economic pressures.
- Problem Statement 4:** Special education students have the lowest percentage of meeting and mastering grade level standards across all subjects. **Root Cause:** Lack of specialized training for teachers in handling special education needs.
- Problem Statement 7:** Despite data-driven initiatives, there are gaps in aligning professional development opportunities with specific campus needs identified through STAAR, MAP, and T-TESS. **Root Cause:** Lack of effectively utilizing data from assessments and evaluations to tailor professional development.
- Problem Statement 8:** The lack of sustainability and effectiveness in support programs such as mentorship for new teachers and Professional Learning Communities (PLCs) at EHMS highlights the need for continuous evaluation and adaptation based on feedback and outcomes to enhance professional growth and instructional quality across the campus. **Root Cause:** The lack of robust feedback loops from evaluations and professional development sessions
- Problem Statement 14:** EHMS has been designated as Targeted Support and Improvement (TSI) due to the White, Hispanic, and English Learner sub-populations not meeting the required performance targets in three Domain 3 indicators. **Root Cause:** Insufficient academic support for English language development, limited culturally responsive teaching practices, and inadequate use of data to inform and adjust instruction for students who are consistently struggling in key academic areas.

Human Capital

Problem Statement 3: Despite data-driven initiatives, there are gaps in aligning professional development opportunities with specific campus needs identified through STAAR, MAP, and T-TESS. **Root Cause:** Lack of effectively utilizing data from assessments and evaluations to tailor professional development.

Problem Statement 4: The lack of sustainability and effectiveness in support programs such as mentorship for new teachers and Professional Learning Communities (PLCs) at EHMS highlights the need for continuous evaluation and adaptation based on feedback and outcomes to enhance professional growth and instructional quality across the campus.

Root Cause: The lack of robust feedback loops from evaluations and professional development sessions

Problem Statement 6: Special education students have the lowest percentage of meeting and mastering grade level standards across all subjects. **Root Cause:** Lack of specialized training for teachers in handling special education needs.

Priority 1: Student Success

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Enhance the effectiveness of math instruction in grades 6 and 7 by providing targeted, ongoing professional development and support for teachers.</p> <p>Progress Measure (Lead): Increased student engagement and understanding in math classes.</p> <p>Outcome Measure (Lag): By May 2025, 40% of 6th and 7th grade students will Meet grade level on Math STAAR.</p> <p>Dates/Timeframes: Weekly</p> <p>Staff Responsible for Monitoring: Dean of Instruction, CIS, CIC</p> <p>Problem Statements: Student Success 1 - Human Capital 5</p>

Goal 3 Problem Statements:

Student Success
<p>Problem Statement 1: The percentage of students meeting and mastering grade level in Mathematics is significantly lower compared to other subjects, especially in grades 6 and 7.</p> <p>Root Cause: Insufficient support for teachers in delivering effective math instruction.</p>
Human Capital
<p>Problem Statement 5: The percentage of students meeting and mastering grade level in Mathematics is significantly lower compared to other subjects, especially in grades 6 and 7.</p> <p>Root Cause: Insufficient support for teachers in delivering effective math instruction.</p>

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: Counselors will offer one workshop per semester for parents to support their children's planning and decision-making for personalized academic and career plans aligned with postsecondary goals.

Progress Measure (Lead): Parent participation in workshops.

Outcome Measure (Lag): Completed high school 4 year plan by student and parent.

Dates/Timeframes: Fall and Spring Semester

Problem Statements: Student Success 11

Key Strategic Action 2 Details

Key Strategic Action 2: EHMS will select a team of teachers and administrators across key subject areas and grade levels to attend the AVID Summer Institute or regional AVID professional development conference.

Progress Measure (Lead): Participants complete intensive AVID professional development sessions, focusing on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies and AVID methodologies.

Outcome Measure (Lag): By the Fall of 2025, trained teachers and administrators will lead in-house workshops and model AVID strategies for other staff members. This will ensure that AVID practices are shared broadly across the school.

Staff Responsible for Monitoring: AVID Coordinator, CIS, Campus Lead Teachers, Administration

Problem Statements: Student Success 11

Funding Sources: AVID Conference - Teachers/CIS - 211 - ESEA, Title I Part A - 211.13.6411.00.46.30.000 - \$12,500, AVID Conference - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.046.30.000 - \$2,500

Goal 4 Problem Statements:

Student Success

Problem Statement 11: Limited parental involvement in creating high school 4-year plans and post-secondary goals. **Root Cause:** Lack of understanding and training.

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
<p>Key Strategic Action 1: Implement monthly academic assemblies that involve recognizing teachers and staff of the month.</p> <p>Progress Measure (Lead: Stronger Campus Morale and Culture</p> <p>Dates/Timeframes: Monthly (September 2024 - May 2025)</p> <p>Problem Statements: Student Success 5 - Human Capital 1</p>

Goal 1 Problem Statements:

Student Success
<p>Problem Statement 5: The distribution of teaching experience shows that 50% of EHMS teachers have 0-5 years of experience, potentially impacting institutional knowledge and mentorship capacity compared to other experience brackets. Root Cause: Insufficient strategies for retaining experienced teachers and attracting mid-career educators.</p>
Human Capital
<p>Problem Statement 1: The distribution of teaching experience shows that 50% of EHMS teachers have 0-5 years of experience, potentially impacting institutional knowledge and mentorship capacity compared to other experience brackets. Root Cause: Insufficient strategies for retaining experienced teachers and attracting mid-career educators.</p>

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
<p>Key Strategic Action 1: High-quality teachers will instruct within their certification areas and receive weekly walkthrough evaluations.</p> <p>Progress Measure (Lead): High quality instruction.</p> <p>Dates/Timeframes: Weekly</p> <p>Problem Statements: Student Success 8 - Human Capital 4</p>

Goal 2 Problem Statements:

Student Success
<p>Problem Statement 8: The lack of sustainability and effectiveness in support programs such as mentorship for new teachers and Professional Learning Communities (PLCs) at EHMS highlights the need for continuous evaluation and adaptation based on feedback and outcomes to enhance professional growth and instructional quality across the campus.</p> <p>Root Cause: The lack of robust feedback loops from evaluations and professional development sessions</p>
Human Capital
<p>Problem Statement 4: The lack of sustainability and effectiveness in support programs such as mentorship for new teachers and Professional Learning Communities (PLCs) at EHMS highlights the need for continuous evaluation and adaptation based on feedback and outcomes to enhance professional growth and instructional quality across the campus.</p> <p>Root Cause: The lack of robust feedback loops from evaluations and professional development sessions</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
<p>Key Strategic Action 1: Eastern Hills Middle School will foster a supportive and inclusive workplace culture that recognizes and values the expertise of teachers in specialized areas, offering mentorship programs, peer support networks, and resources tailored to their needs.</p> <p>Progress Measure (Lead): Increase in the retention rate of highly qualified teachers specializing in Dyslexia and Special Education</p> <p>Dates/Timeframes: Weekly</p> <p>Problem Statements: Student Success 6 - Human Capital 2</p>

Goal 3 Problem Statements:

Student Success
<p>Problem Statement 6: While vacancies are filled through a comprehensive process, there are challenges in attracting and retaining highly qualified teachers, particularly in specialized areas such as Dyslexia and Special Education. Root Cause: Limited effectiveness in targeted recruitment and retention strategies hinders EHMS' ability to attract and retain highly qualified teachers.</p>
Human Capital
<p>Problem Statement 2: While vacancies are filled through a comprehensive process, there are challenges in attracting and retaining highly qualified teachers, particularly in specialized areas such as Dyslexia and Special Education. Root Cause: Limited effectiveness in targeted recruitment and retention strategies hinders EHMS' ability to attract and retain highly qualified teachers.</p>

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
<p>Key Strategic Action 1: Eastern Hills Middle School will encourage open communication channels by creating an environment where staff feel comfortable sharing feedback through suggestion boxes, anonymous surveys, or email.</p> <p>Progress Measure (Lead): Increased trust, collaboration, and mutual understanding among individuals and teams, leading to improved problem-solving, innovation, and overall organizational success.</p> <p>Dates/Timeframes: Weekly</p> <p>Problem Statements: Human Capital 7 - Financial Stewardship 3</p>

Goal 4 Problem Statements:

Human Capital
<p>Problem Statement 7: Stakeholder involvement in the evaluation and updating process is sometimes limited, reducing the sense of ownership and inclusion. Root Cause: Lack of structured opportunities for stakeholder participation.</p>
Financial Stewardship
<p>Problem Statement 3: Stakeholder involvement in the evaluation and updating process is sometimes limited, reducing the sense of ownership and inclusion. Root Cause: Lack of structured opportunities for stakeholder participation.</p>

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Eastern Hills Middle School will establish regular, structured data review meetings involving key stakeholders to analyze ongoing data trends, identify emerging needs or gaps in interventions, and make collaborative decisions promptly based on the analysis, ensuring resources are allocated effectively and in a timely manner.</p> <p>Progress Measure (Lead): Proactive decision-making based on current data trends and insights.</p> <p>Dates/Timeframes: Quarterly</p> <p>Problem Statements: Student Success 9 - Financial Stewardship 1</p>

Goal 1 Problem Statements:

Student Success
<p>Problem Statement 9: Adjustments to resource allocations based on ongoing data analysis are sometimes delayed, impacting the effectiveness of interventions. Root Cause: Processes and slow decision-making can delay timely adjustments to resource allocations.</p>
Financial Stewardship
<p>Problem Statement 1: Adjustments to resource allocations based on ongoing data analysis are sometimes delayed, impacting the effectiveness of interventions. Root Cause: Processes and slow decision-making can delay timely adjustments to resource allocations.</p>

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: Eastern Hills Middle School will actively involve stakeholders in the budgeting process by seeking their input on priorities and resource allocation decisions through surveys, focus groups, or SBDM to ensure their feedback is considered in final budget decisions.</p>

<p>Progress Measure (Lead): Transparent and inclusive budgeting that promotes a positive organizational culture, strengthens community relationships, and supports the achievement of educational and operational goals at the campus level.</p>

<p>Dates/Timeframes: Quarterly</p>

<p>Problem Statements: Financial Stewardship 2</p>

Goal 2 Problem Statements:

Financial Stewardship

<p>Problem Statement 2: The complexity of budget information can make it difficult for stakeholders to understand and contribute meaningfully to the process. Root Cause: Lack of clear and accessible budget documentation and insufficient training on budget literacy for stakeholders.</p>
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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: Eastern Hills Middle School will collect and analyze feedback from stakeholders regarding operational policies and procedures. Progress Measure (Lead): Increased stakeholder involvement Dates/Timeframes: Quarterly Problem Statements: Human Capital 7 - Financial Stewardship 3

Goal 3 Problem Statements:

Human Capital
Problem Statement 7: Stakeholder involvement in the evaluation and updating process is sometimes limited, reducing the sense of ownership and inclusion. Root Cause: Lack of structured opportunities for stakeholder participation.
Financial Stewardship
Problem Statement 3: Stakeholder involvement in the evaluation and updating process is sometimes limited, reducing the sense of ownership and inclusion. Root Cause: Lack of structured opportunities for stakeholder participation.

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
Key Strategic Action 1: Staff will implement district-adopted curriculum and programs consistently and effectively. Progress Measure (Lead): Consistent and high-quality delivery of educational content. Dates/Timeframes: Weekly Problem Statements: Student Success 10 - Human Capital 8 - Financial Stewardship 4

Goal 4 Problem Statements:

Student Success
Problem Statement 10: Training programs on the effective and sustainable use of district resources and procedures do not always reach all staff, leading to inconsistent application. Root Cause: Limited training schedules and insufficient outreach efforts prevent comprehensive staff participation.
Human Capital
Problem Statement 8: Training programs on the effective and sustainable use of district resources and procedures do not always reach all staff, leading to inconsistent application. Root Cause: Limited training schedules and insufficient outreach efforts prevent comprehensive staff participation.
Financial Stewardship
Problem Statement 4: Training programs on the effective and sustainable use of district resources and procedures do not always reach all staff, leading to inconsistent application. Root Cause: Limited training schedules and insufficient outreach efforts prevent comprehensive staff participation.