Killeen Independent School District

Harker Heights Elementary 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

According to the 2022-2023 TAPR report for Harker Heights Elementary, 722 students were enrolled throughout the school year including 68 Pre-Kindergarten, 110 Kindergarten, 145 1st grade, 93 2nd grade, 98 3rd grade, 101 4th grade, and 107 5th grade. The campus enrollment by race/ethnicity includes 19.3% African American, 47.2% Hispanic, 19.4% White, 0.1% American Indian, 1.2% Asian, 2.2% Pacific Islander, 10.5% Two or More Races.

At Harker Heights Elementary School, we actively engage with and endorse a range of special programs and diverse student populations. As a Title I campus, we are committed to ensuring that every student receives appropriate educational opportunities in accordance to state and federal regulations, enabling them to reach their fullest potential. Students were assessed three times throughout the year using MAP for Kindergarten through 5th grade and CIRCLE for Pre-Kindergarten. Monthly iStation testing tracked student progress in reading. STAAR testing was conducted in April, and TELPAS was administered in February. Based on these assessments, teachers identified student successes and areas needing improvement, providing targeted intervention support accordingly.

Students have opportunities to connect with each other outside of the classroom through a variety of clubs. Art, Tech Club, Honor Choir, Recorder Club, Bobcat Leadership Team, and Book Club are some of the clubs offered after school.

The counseling department consists of three counselors who provide small group and individual counseling lessons as well as class guidance lessons. The counselors have implemented the district's character program and recognize students during character award ceremonies and positive office referrals. The counselors also conducted two school assemblies, focusing on bullying, and create community involvement opportunities including Career Day. Additionally, Communities in Schools program is available to all students.

Furthermore, our campus will utilize Capturing Kids' Hearts program to promote and reinforce positive behaviors school-wide. Misconduct will be addressed in accordance with the student code of conduct to promote a conducive learning environment, emphasizing the paramount importance of classroom engagement. During the 2023-2024 school year, there were 641 recorded disciplinary incidents on campus. The campus has also experienced an increase in behavioral concerns with our Pre-K students. Our dedicated staff remains committed to collaborating effectively to ensure a secure and enjoyable learning atmosphere for all.

Special Programs

Harker Heights Elementary serves as a bilingual campus that utilizes the Dual Language program designed to build students' proficiency in both languages resulting in them becoming bilingual and bi-literate. Dual language teachers received comprehensive professional development that promotes biliteracy development and strategies for making cross-language connections, culturally and linguistically sustaining practices, content-based instruction, and Texas English Language Proficiency Standards (ELPS).

The Gifted and Talented (GT) program at HHES supports students who demonstrate exceptional abilities. GT-qualified students receive specialized instruction from certified teachers and engage in activities such as STEM projects, the Think Law Curriculum, and passion projects. To qualify, students undergo assessments in achievement, academics, and interviews. During the 2023-2024 school year, HHES purchased instructional supplies and collaborated with Region 12 for additional

learning opportunities. For the 2023-2024 school year, we had 24 (3.3%) students identified as Gifted and Talented. The district percentage of Gifted and Talented students is 3.1% and the state average is 8%.

Special Education and related services are specially designed instructional services that enable all students with disabilities to make progress in the general curriculum and to be educated and participate with disabled and non-disabled peers in the public school system. At Harker Heights Elementary, our special education staff will work in conjunction with general education staff to meet the needs of all students by implementing an efficient supportive program. This includes inclusion, resource, and Behavior Management Units (BMU). Our SPED and general education teachers work together in the classroom to provide support to students using co-teaching approaches. Our overall goal for special education is to increase student achievement in all academic areas and increase the number of students meeting educational and social functioning goals.

Response to Intervention (RTI) Process:

Response to Intervention is an approach used to help struggling learners and increase student success. Our goal is for students to have strong, Tier I instruction. If students are not meeting the grade level standard, the Tier II referral process will begin and parents will be informed. If students do not progress, Tier III might be the next step. When a student receives RTI interventions, students receive grade-level instruction and interventions to address specific needs. The RTI committee continuously meets to check student progress.

Intervention and Tutoring:

Targeted Intervention will continue to be critical for student success. A 45-minute intervention block will be incorporated within the daily schedule to spiral math and reading content. Our instructional aides are scheduled to assist with small-group instruction during this time. Our reading interventionists will be scheduled to assist with Language Arts instruction and our math interventionists will be scheduled to assist with math instruction for grades 1-5. Grades 2-5 students will attend tutoring after school on Tuesdays and Thursdays for Math and Reading.

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

During the 2023-2024 school year, students engaged in reading and writing instruction through adopted text, Benchmark Phonics in grades K-3, LLI, iStation, Amira Learning, and Empowering Writers. Teachers met bi-weekly during PLCs to review student data and discuss instructional adjustments. Teachers participated in professional development that focused on Empowering Writers, phonics instruction, and constructed response instruction.

Pre-Kindergarten CIRCLE overall EOY results:

- Rapid letter naming-93%
- Rapid vocabulary-100%
- Phonological awareness-88%
- Social-emotional behaviors-95%
- Early Writing Skills-95%

Bilingual Pre-Kindergarten CIRCLE overall EOY results:

- Rapid letter naming-90%
- Rapid vocabulary-95%
- Phonological awareness-100%
- Social-emotional behaviors-85%
- Early Writing Skills-95%

MAP Reading Results:

59% of Kindergarten students met or exceeded their projected growth scores on MAP reading assessments. 67% were at or above the grade-level norm.

44% of First Grade students met or exceeded their projected growth scores on MAP reading assessments. 47% were at or above the grade-level norm.

42% of Second Grade students met or exceeded their projected growth scores on MAP reading assessments. 56% were at or above the grade-level norm.

STAAR Reading Data:

	Grade 3 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	24%	24%	76%	76%	40%	47%	11%	18%
Region	25%	27%	75%	73%	47%	45%	16%	17%
State	24%	25%	76%	75%	50%	49%	20%	21%
HARKER HEIGHTS EL	16%	34%	84%	66%	52%	40%	14%	15%
	Grade 4 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	21%	18%	79%	82%	44%	45%	16%	17%
Region	23%	20%	77%	80%	44%	45%	17%	17%
State	23%	19%	77%	81%	48%	51%	22%	23%
HARKER HEIGHTS EL	16%	14%	84%	86%	46%	40%	13%	18%
	Grade 5 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	

	Grade 3 Reading							
	2023	2024	2023	2024	2023	2024	2023	2024
District	19%	22%	81%	78%	53%	51%	22%	24%
Region	20%	23%	80%	77%	53%	50%	24%	24%
State	29%	22%	81%	78%	57%	54%	28%	29%
HARKER HEIGHTS EL	15%	20%	85%	80%	61%	50%	25%	21%

Extended Constructed Response

	2022-2023 Grade 3	2023-2024 Grade 4	2023-2024 Grade 5
0 Rating	47%	35%	18%
1 Rating	3%	3%	5%
2 Rating	5%	13%	13%
3 Rating	7%	1%	4%
4 Rating	16%	10%	21%
5 Rating	8%	13%	15%
6 Rating	10%	12%	10%
7 Rating	0%	6%	7%
8 Rating	2%	7%	4%
9 Rating	1%	1%	4%
10 Rating	0%	0%	0%

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

During the 2023-2024 school year, students engaged in math instruction through adopted text, Lonestar Math, Math Mark, STMath, and Zearn. Teachers met bi-weekly during PLCs to review student data and discuss instructional adjustments.

Teachers participated in professional development and Grade 5 teachers participated in Guided Math. Additionally, the campus completed math coaching over the Concrete Representational Abstract model.

Pre-Kindergarten CIRCLE overall EOY results:

- Math Overall-95%
- Rote Counting-81%
- Number Discrimination-93%
- Shape Discriminations-93%
- Operations-60%
- Counting Sets-95%

- Number Naming-88%
- Shaping Naming-95%

Bilingual Pre-Kindergarten CIRCLE overall EOY results:

- Math Overall-100%
- Rote Counting-100%
- Number Discrimination-100%
- Shape Discriminations-100%
- Operations-60%
- Counting Sets-95%
- Number Naming-95%
- Shaping Naming-95%

MAP Math Results:

66% of Kindergarten students met or exceeded their projected growth scores on MAP math assessments. 78% were at or above the grade-level norm.

47% of First Grade students met or exceeded their projected growth scores on MAP math assessments. 54% were at or above the grade-level norm.

44% of Second Grade students met or exceeded their projected growth scores on MAP math assessments. 51% were at or above the grade-level norm.

	Grade 3 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	28%	30%	72%	70%	40%	41%	15%	13%
Region	29%	32%	71%	68%	41%	39%	16%	13%
State	27%	31%	73%	69%	45%	41%	19%	15%
HARKER HEIGHTS EL	26%	34%	74%	66%	45%	34%	16%	6%
	Grade 4 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	34%	35%	66%	65%	40%	39%	16%	16%
Region	34%	36%	66%	64%	42%	40%	17%	17%
State	29%	32%	71%	68%	48%	45%	22%	21%

	Grade 3 Math							
HARKER HEIGHTS EL	39%	35%	61%	65%	35%	43%	15%	18%

	Grade 5 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	23%	27%	77%	73%	45%	45%	15%	15%
Region	21%	27%	79%	73%	48%	45%	18%	15%
State	20%	24%	80%	76%	51%	49%	21%	19%
HARKER HEIGHTS EL	9%	16%	91%	84%	58%	54%	18%	25%

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

STAAR Science Scores:

	Grade 5 Science							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	41%	53%	59%	47%	26%	17%	9%	5%
Region	27%	47%	63%	53%	32%	23%	13%	9%
State	35%	43%	65%	57%	36%	26%	16%	11%
HARKER HEIGHTS EL	46%	62%	54%	38%	23%	10%	9%	4%

Special Education Data:

28% of all SPED students were successful on STAAR Reading (out of)

28% of all SPED students were successful on STAAR Math

22% of Fifth Grade SPED students were successful on STAAR Science

Bilingual/Emergent Bilingual (EB) Data:

32% of EB students were successful on STAAR Reading

32% of EB students were successful on STAAR Math

37% of EB students were successful on STAAR Science

Accountability Data:

Domain I Student Achievement for campus-70%, District-73%

Domain II School Progress for campus-2A (78%), 2B (76%), District 2A (67%), 2B (73%)

Domain III Closing the Gaps for campus-82%, District-73%

TELPAS

	St	Beginner	Intermediate	Advanced	Advanced High
	Count	2024	2024	2024	2024
STATE	630392	23%	37%	27%	12%
DISTRICT	2532	15%	38%	34%	13%
HARKER HEIGHTS EL	197	20%	42%	28%	10%

Student Success Strengths

Pre-Kindergarten CIRCLE Strengths

- Pre-kindergarten students performed higher than the district average in all categories for reading and math on the CIRCLE assessments.

5th Grade STAAR Strengths

- Reading had 80% approaches or above, which was above the district approaches or above (78%), region (77%), and state (78%).
- Math increased from 18% masters in 2022-2023 to 25% masters in 2023-2024.
- Math in 2023-2024 was at 84% approaches or above, which was above the district (73%), region 73%), and state (76%).
- Math at 54%, 5th grade was higher than the district and region (45%) for meets or above and state at 49% meets or above.

4th Grade STAAR Strengths

- Reading had 86% approaches or above, which was an increase from 2022-2023 school year at 84% in 4th grade reading approaches or above. The district was at 82%, region 80%, and state 81% for approaches or above.
- Reading on STAAR improved from 13% masters in 2022-2023 to 18% masters in 2023-2024.
- Student achievement for math increased from 35% meets or above in 2022-2023 to 43% meets or above in 2023-2024.
- Student achievement for math increased from 15% masters in 2022-2023 to 18% masters in 2023-2024.

3rd Grade STAAR Strengths

- Student achievement for reading increased from 14% masters to 15% masters.

MAP Strengths

- 1st grade students showed an increase in growth in reading from 2022-2023 (39%) to 2023-2024 (44%).
- 2nd grade students showed an increase in growth in math from 2022-2023 (39%) to 2023-2024 (44%).
- 67% of Kindergarten students were at or above the grade-level norm in reading.
- 78% of Kindergarten students were at or above the grade-level norm in math.

TELPAS Strengths

- Harker Heights TELPAS students performed higher in intermediate (42%) than the district (38%) and state (37%).

Problem Statements Identifying Student Success Needs

Problem Statement 1: Student discipline incidents decreased minimally from 663 during the 2022-2023 school year to 641 during the 2023-2024 school year. Several discipline incidents have occurred in Pre-K this school year causing a disruption in the learning environment. **Root Cause:** There was not a systematic approach implemented throughout the entire school year. Staff only received support from Region 12 during the second semester.

Problem Statement 2: Harker Heights Elementary has 3.3% of the population identified as Gifted and Talented, which is lower than the state average at 8%. **Root Cause:** Teachers require training to identify characteristics of a GT learner.

Problem Statement 3: Harker Heights Elementary students that participated in TELPAS performed lower in advance high (10%) when compared to the district (13%) and state (12%). **Root Cause:** There was a lack of differentiation and engagement in academic discourse and written responses using across all grade levels.

Problem Statement 4: During the 2023-2024 school year, 40% of our students met or mastered the 4th grade STAAR reading assessment. **Root Cause:** Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 5: During the 2023-2024 school year, 43% of our students met or mastered the 4th grade STAAR math assessment. **Root Cause:** Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 6: Data from the 2023-2024 5th grade science STAAR showed that our score decreased from 54% to 38% at approaches or above. **Root Cause:** Lack of hands-on science experiences and vocabulary instruction in all grade levels.

Problem Statement 7: Data from the 2023-2024 3rd grade math STAAR showed that our score decreased from 74% to 66% at approaches or above. **Root Cause:** Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 8: Data from the 2023-2024 3rd grade reading STAAR showed that our score decreased from 84% to 66% at approaches or above. **Root Cause:** Instructional resources were pulled from various resources, there was a lack of data informed decisions, and several students did not complete the assessment in the allotted time.

Problem Statement 9: Data from the 2023-2024 5th grade reading STAAR showed that our score decreased from 85% to 80% at approaches or above. **Root Cause:** Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 10: Data from the 2023-2024 5th grade math STAAR showed that our score decreased from 80% to 76% at approaches or above. **Root Cause:** Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 11: Data from the 2023-2024 Reading MAP results show that an average of 44% of our Kindergarten through 2nd grade students were not at or above grade level. **Root Cause:** Lack of data discussions and data informed instructional adjustments

Problem Statement 12: Data from the 2023-2024 Math MAP results show that an average of 40% of our Kindergarten through 2nd grade students were not at or above grade level. **Root Cause:** Lack of data discussions and data informed instructional adjustments

Human Capital

Human Capital Summary

Staff Recruitment and Retention:

Harker Heights staff is comprised of approximately 100 staff members, working to make students future-ready. New teachers are supported through the mentoring program and monthly campus meetings. The curriculum specialists also provide new teachers with coaching and learning opportunities based on what teachers need. All teachers participate in bi-weekly Professional Learning Communities (PLCs) and weekly team planning that focus on learning, collaboration, and instructional practices that result in increasing teacher knowledge and student success.

The staff is an integral part of the decision-making process. The campus is driven by decision-making by SBDM, District Conduct Committee, Campus Conduct Committee, Non-Violent Crisis Intervention, DEAC, Hospitality, and Campus Wellness.

<u>Teachers</u>

- 4 Pre-Kindergarten Teachers (1 Bilingual Teacher)

- 5 Kindergarten Teachers (1 Bilingual Teacher)

- 6 First Grade Teachers (2 Bilingual Teachers)

- 5 Second Grade Teachers (1 Bilingual Teacher)

- 7 Third Grade Teachers (2 Bilingual Teachers)

- 6 Fourth Grade Teachers (2 Bilingual Teachers)

- 5 Fifth Grade Teachers (1 Bilingual Teacher)

- 1 English as a Second Language (ESL) Teacher

- 1 Reading Interventionist

- 3 Physical Education Teachers

- 2 Music Teachers

<u>Education Support Team</u>

- 1 Campus Instructional Coach
- 1 Campus Technologist Support Specialist
- 1 Campus Technologist Aide

- 1 Librarian
- 1 Library Aide
- 2 Counselors
- 1 Social Emotional Learning Specialist
- .5 Nurse
- 1 Nurse Aide

Special Education Support Team

- 4 Special Education Teachers
- 3 Special Education Aides
- 2 Special Education Self-Contained Teachers
- 4 Special Education Self-Contained Aides
- 1 Speech
- 1 Speech Aide
- 2 Dyslexia Teachers
- .5 Bilingual Dyslexia Teacher

Title 1 Support Team

- 1 Campus Instructional Specialist
- 1 Math Interventionist
- 1 Parent Liaison
- 5 Instructional Aides

Teacher Demographics:

The campus was not fully staffed throughout the 2023-2024 school year. During the 2023-2024 school year, 11% of our teachers taught for more than 21 years and 45% of teachers have 5 years of experience or less.

Teacher Demographics	
Teachers by years of experience	**Teachers by Ethnicity**
Beginning Teachers 11%	African American 16%
1-5 Years Experience 34%	Hispanic 34%
6-10 Years Experience 20%	White 45%
11-20 Years Experience 24%	American Indian 2%
21-30 Years Experience 7%	Asian 1%
Over 30 Years Experience 4%	Two or More Races 2%

Professional Development:

Throughout the year, teachers at our school participate in a variety of professional development opportunities, both provided by the district and school. Highlights from the 2023-2024 academic year include attendance at the ELEVATE professional development sessions, participation in the What's Working conference by bilingual teachers, as well as Dual Language training. Our Campus Instructional Specialist also attended the Response to Intervention conference to enhance support strategies. Grade 3 teachers participated in guided math training, while new teachers immersed themselves in the Reading Academy program. Grade 5 teachers focused on guided math as well. Moreover, teachers engaged with campus programs and received training in ZEARN math, Amira, and STEMScopes to further enrich their teaching practices and enhance student learning experiences.

Upon returning to campus, teachers shared their newfound knowledge with their respective grade levels. Additionally, Region 12 representatives facilitated professional development sessions during PLCs, covering topics such as math stations, behavior coaching, and the Concrete Representational Abstract (CRA) Model. Furthermore, teachers received in-classroom support and coaching from Region 12 representatives in math and behavior management.

Additionally, the campus administration team offers structured feedback aimed at fostering growth through walkthroughs, appraisals, and coaching walks. Weekly administration meetings are conducted to review and standardize this feedback.

Curriculum and Instruction:

In the 2023-2024 school year, funds supported reduced class sizes, additional instructional aides, and the hiring of a campus instructional specialist to enhance teaching practices and student achievement. Technology and online programs were acquired to offer diverse texts, a typing program was implemented for typing skill development, and a character development program was introduced to cultivate essential social and emotional skills.

Human Capital Strengths

- Harker Heights Elementary has a one-to-one ratio of technology to students in the classroom. By having a one-to-one device for each student, it provides access to all, engages students, allows for differentiation instruction and individualized pace for learning, teaches responsibility, and prepares students for digital; literacy and digital skills through a hands-on approach.

- Our parent liaison hosted Little Bobcat Club twice a week for our incoming three and four year old students who will attend Harker Heights Elementary in the upcoming school year.
- In the 2023-2024 school year, the district phased in the Dual Language One-Way Model for our bilingual students in grades Pre-Kindergarten, Kindergarten, and First Grade.
- The campus has systems in place to provide purposeful feedback.
- Our staff has access to a wide range of professional development opportunities at both the campus and district level.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: During the 2023-2024 school year, 45% of teachers have 5 years of experience or less. **Root Cause:** Aside from out-of-district moves, we also had retirees, promotions, and increase in allocations.

Financial Stewardship

Financial Stewardship Summary

SBDM:

The Site-Based Decision-Making Committee convenes monthly to discuss and evaluate the utilization of supplemental funds, instructional methodologies, parental engagement, campus atmosphere, schedules, and current and new resources. These meetings foster collaboration and are pivotal in increasing student achievement. Comprising multiple members, the SBDM meets at least six times annually to assess and adjust the plan as necessary.

Campus Leadership:

The campus administration team convenes regularly throughout the year to review data, prioritize resources, and evaluate the campus improvement plan. The principal, in collaboration with the principal's secretary, will conduct monthly reviews of financial reports to complete budget reviews and audits, ensuring efficient use of funds. Policies and procedures outlined in the district and campus handbooks will be communicated to all staff. Furthermore, the campus administration team will ensure all necessary staff members are informed about their fiscal responsibilities to ensure appropriate use of resources and expenditures.

Attendance/Tardies:

At Harker Heights Elementary, we value attendance and punctuality. Attendance and tardiness are closely monitored through district and campus programs. Last school year, there were 2,028 tardies across all grade levels, and our campus attendance rate was 93.48%. We will review and revise our campus tardy and attendance policy to align with the student code of conduct and promote parent involvement.

Community Support:

Harker Heights Elementary works closely with Harker Heights Southstar Bank, House of Worship Church, H.E.B., Buffalo Wild Wings, Walmart, Bahama Bucks, Whataburger, Mas Fajitas, Starbucks, Harker Heights Rotary, and Harker Heights Kiwanis. The community organizations provided coats, shoes, clothing, and school supplies. Additionally, our adopt-a-unit, 1st Squadron 3rd Calvary Regiment, volunteers for various events such as Career Day and reading with our students.

Volunteer Program:

At the start of every new school year, and throughout the year, our volunteer coordinator and parent liaison conduct a volunteer orientation to outline KISD policies. In the 2023-2024 school year, we had 12 parent volunteers.

Parent and Student Engagement/Partnership Opportunities:

- Meet the Teacher
- Open House

- Math Night
- Science Night
- Living History Night
- STEM Night
- Multi-Cultural Night
- Reading Night
- ESL/Bilingual/GT/Dyslexia Night

Parent Feedback Surveys:

As per the May Parent Survey findings, 63% of surveyed parents did not attend a meeting this year to discuss the goals and activities of Title 1 programs. However, parents expressed confidence in their students' safety at school and acknowledged the ease of accessing information sent by the campus to families.

Financial Stewardship Strengths

- Local businesses, churches, and service clubs support students and families of Harker Heights Elementary.
- SBDM meets monthly to discuss supplemental funds, instructional methodologies, parental engagement, campus atmosphere, and schedules
- Parents expressed confidence in their students' safety.
- The campus held various parent and student engagement opportunities.
- Parents are able to easily access information sent by the campus.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: During the 2023-2024 school year, attendance rates were 93.48%.   **Root Cause:** Lack of parent and student connection with the campus to encourage consistent student attendance.

Problem Statement 2: Tardies this school year totaled 2,028 across all grade levels showing an approximate 37% increase when compared to last year's data.   **Root Cause:** Lack of an effective tardy policy.

Problem Statement 3: During the 2023-2024 school year, 31% of our parents participated in parent and student engagement nights.   **Root Cause:** Parent and student engagement nights began at 5:00 PM, and there was a lack of advertisement for each night.

Problem Statement 4: During the 2023-2024 school year, there were only 12 parents that served as volunteers.   **Root Cause:** Lack of advertisement for volunteer classes and opportunities.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: The campus will utilize the district referral management system to address, report, monitor and manage the safety of our students. The staff will also participate in professional development on Capturing Kids Hearts strategies in order to support student social/emotional well-being.
 	
    Progress Measure (Lead: Counseling behavior protocols, implementation of social contracts, monitoring and coaching of the implementation of the Capturing Kids Hearts program, weekly referral reports
    Outcome Measure (Lag): Decrease in referrals by 5%
    Dates/Timeframes: 2024-2025 School Year
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors
 	
    ESF Levers:
    Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Student Success 1

Key Strategic Action 2 Details

Key Strategic Action 2: The campus will use support services from an education coach from Region 12, who specializes in behavior management strategies.
 	
    Progress Measure (Lead: Professional development that focuses on effective classroom management strategies and monitoring and coaching of the effective classroom management strategies, weekly referral reports
    Outcome Measure (Lag): Decrease in referrals by 5%
    Dates/Timeframes: 2024-2025 School Year
    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Counselors
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals
    - **ESF Levers:**
    Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Student Success 1 - Human Capital 1
    Funding Sources: Education/Behavior Coach - 166 - State Comp Ed - 166.13.6239.00.105.30.AR0 - $21,000, Education/Behavior Coach - 211 - ESEA, Title I Part A - 211.13.6239.00.105.30.000 - $14,000

Key Strategic Action 3 Details

Key Strategic Action 3: An additional paraprofessional will be hired to work with Pre-K students on social skills.

Progress Measure (Lead: Counseling behavior protocols, implementation of social contracts, monitoring and coaching of the implementation of the Capturing Kids Hearts program, weekly referral reports

Outcome Measure (Lag): Decrease in referrals by 5%

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Counselors

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 1

Funding Sources: Paraprofessional to support PK - 211 - ESEA, Title I Part A - 211.11.6129.00.105.30.000 - $26,000

Goal 1 Problem Statements:

Student Success

Problem Statement 1: Student discipline incidents decreased minimally from 663 during the 2022-2023 school year to 641 during the 2023-2024 school year. Several discipline incidents have occurred in Pre-K this school year causing a disruption in the learning environment.   **Root Cause**: There was not a systematic approach implemented throughout the entire school year. Staff only received support from Region 12 during the second semester.

Human Capital

Problem Statement 1: During the 2023-2024 school year, 45% of teachers have 5 years of experience or less.   **Root Cause**: Aside from out-of-district moves, we also had retirees, promotions, and increase in allocations.

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: The grade level teachers will provide ELAR instruction that includes research-based best practices, targets interventions, and the ARACE strategy to enhance learning and student understandings of reading and writing standards as well as enhance online learning.

    Progress Measure (Lead: PLCs that focus on internalizing lessons, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim), and utilizing student work protocol

    Outcome Measure (Lag): Meets and Masters will increase by 5% for the 3rd-5th STAAR reading assessments

    Dates/Timeframes: 2024-2025 School Year

    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Teachers

    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

    Problem Statements: Student Success 3, 4, 8, 9, 11

    Funding Sources: Technology headphones and accessories to utilize for online learning - 211 - ESEA, Title I Part A - 211.11.6399.00.105.30.000 - $5,040, Spanish Instructional Supplies for Bilingual Students - 165/BI0 - Bilingual - 165.11.6399.00.105.25.BI0 - $1,950

Key Strategic Action 2 Details
Key Strategic Action 2: Additional paraprofessionals will be used to service particular grade levels of reading at-risk students in order to support learning in the classroom. They will be utilized by classroom teachers to help with the instructional needs.

    Progress Measure (Lead: Purposeful paraprofessional scheduling, monitoring of paraprofessional support, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim)

    Outcome Measure (Lag): Meets and Masters will increase by 5% for the 3rd-5th STAAR reading assessments

    Dates/Timeframes: 2024-2025 School Year

    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Teachers

    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 5: Effective Instruction

    Problem Statements: Student Success 3, 4, 8, 9, 11

    Funding Sources: Additional Aides - 166 - State Comp Ed - 166.11.6129.00.105.30.AR0 - $48,488

Key Strategic Action 3 Details

Key Strategic Action 3: Teachers and paraprofessionals will offer after-school tutoring in reading for students who are not proficient on state standards.

Progress Measure (Lead: Professional development for tutoring resources, monitoring of the implementation of tutoring, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim)

Outcome Measure (Lag): Meets and Masters will increase by 5% for the 3rd-5th STAAR reading assessments

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Teachers

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3, 4, 8, 9, 11

Key Strategic Action 4 Details

Key Strategic Action 4: The campus will offer active, research-based small group interventions led by a reading interventionist to enhance learning for students identified as at risk of failing in reading. This interventionist will review and analyze data from the previous year to tailor interventions for individual students, aiming to improve their achievement and performance.

Progress Measure (Lead: Purposeful scheduling to target specific students, monitoring and coaching of small group intervention instruction, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim)

Outcome Measure (Lag): Increase in STAAR assessments by 5%, reduction in learning gaps, increase in student achievement

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Intervention Teacher

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3, 4, 8, 9, 11

Goal 2 Problem Statements:

Student Success

Problem Statement 3: Harker Heights Elementary students that participated in TELPAS performed lower in advance high (10%) when compared to the district (13%) and state (12%).   **Root Cause**: There was a lack of differentiation and engagement in academic discourse and written responses using across all grade levels.

Problem Statement 4: During the 2023-2024 school year, 40% of our students met or mastered the 4th grade STAAR reading assessment.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 8: Data from the 2023-2024 3rd grade reading STAAR showed that our score decreased from 84% to 66% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources, there was a lack of data informed decisions, and several students did not complete the assessment in the allotted time.

Student Success

Problem Statement 9: Data from the 2023-2024 5th grade reading STAAR showed that our score decreased from 85% to 80% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 11: Data from the 2023-2024 Reading MAP results show that an average of 44% of our Kindergarten through 2nd grade students were not at or above grade level.   **Root Cause**: Lack of data discussions and data informed instructional adjustments

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: The staff will deliver hands-on math instruction, integrating math manipulatives and supplementary materials to emphasize problem-solving skills. Through Professional Learning Community (PLC) discussions, teachers will deepen their understanding of Math TEKS depth and complexity, ensuring that lesson plans are aligned to deliver the necessary rigor.
 	
    Progress Measure (Lead: PLCs that focus on internalizing lessons, analyzing data, and utilizing student work protocol, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim)
    Outcome Measure (Lag): Meets and Masters will increase by 5% for the 3rd-5th STAAR math assessments
    Dates/Timeframes: 2024-2025 School Year
    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Teachers
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Success 5, 7, 10, 12
    Funding Sources: Instructional Supplies-manipulatives, anchor charts, etc. - 211 - ESEA, Title I Part A - 211.11.6399.00.105.30.000 - $1,000, Spanish Instructional Supplies for Bilingual students - 165/BI0 - Bilingual - 165.11.6399.00.105.25.BI0 - $3,450

Key Strategic Action 2 Details

Key Strategic Action 2: Additional paraprofessionals will be used to service particular grade levels of math at-risk students in order to support learning in the classroom. They will be utilized by classroom teachers to help with the instructional needs.
 	
    Progress Measure (Lead: Professional development for tutoring resources, monitoring of the implementation of tutoring, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim)
    Outcome Measure (Lag): Meets and Masters will increase by 5% for the 3rd-5th STAAR math assessments
5% increase in students meeting math growth goals on MAP
    Dates/Timeframes: 2024-2025 School Year
    Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach, Campus Instructional Specialist, Teachers
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Success 5, 7, 10, 12
    Funding Sources: Additional aides - 211 - ESEA, Title I Part A - 211.11.6129.00.105.30.000 - $125,052

Key Strategic Action 3 Details

Key Strategic Action 3: Teachers and paraprofessionals will offer after-school tutoring in math for students who are not proficient on state standards.

Progress Measure (Lead: Professional development for tutoring resources, monitoring of the implementation of tutoring, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim)

Outcome Measure (Lag): Increase in STAAR assessments by 5%, reduction in learning gaps, increase in student achievement

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach, Campus Instructional Specialist, Teachers

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 5, 7, 10, 12

Key Strategic Action 4 Details

Key Strategic Action 4: The campus will offer active, research-based small group interventions led by a math interventionist to enhance learning for students identified as at risk of failing in math. This interventionist will review and analyze data from the previous year to tailor interventions for individual students, aiming to improve their achievement and performance.

Progress Measure (Lead: Purposeful scheduling to target specific students, monitoring and coaching of small group intervention instruction, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim)

Outcome Measure (Lag): Increase in STAAR assessments by 5%, reduction in learning gaps, increase in student achievement

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach, Campus Instructional Specialist, Intervention Teacher

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 5, 7, 10, 12

Funding Sources: Math Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.105.30.000 - $80,079

Goal 3 Problem Statements:

Student Success

Problem Statement 5: During the 2023-2024 school year, 43% of our students met or mastered the 4th grade STAAR math assessment.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 7: Data from the 2023-2024 3rd grade math STAAR showed that our score decreased from 74% to 66% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Student Success

Problem Statement 10: Data from the 2023-2024 5th grade math STAAR showed that our score decreased from 80% to 76% at approaches or above. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 12: Data from the 2023-2024 Math MAP results show that an average of 40% of our Kindergarten through 2nd grade students were not at or above grade level. **Root Cause**: Lack of data discussions and data informed instructional adjustments

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: Teachers from pre-kindergarten to fifth grade will offer interactive science lessons, incorporating hands-on lab activities for students. They will utilize effective resources like graphic organizers, academic vocabulary word walls, and anchor charts to enrich science instruction.
 	
    Progress Measure (Lead: PLCs that focus on internalizing lessons, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim), and utilizing student work protocol
 	
    Outcome Measure (Lag): Meets and Masters will increase by 10% for the 5th grade STAAR science assessment
 	
    Dates/Timeframes: Spring 2024-2025
 	
    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Teachers
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 	
    Problem Statements: Student Success 6
    Funding Sources: Spanish Science Instructional Materials-Bilingual - 165/BI0 - Bilingual - 165.11.6399.00.105.25.BI0 - $1,500

Key Strategic Action 2 Details

Key Strategic Action 2: Teachers will offer small group instruction and enrichment opportunities to Gifted and Talented (GT) students to help them achieve mastery in all content areas. Hands-on activities and challenging experiences will be utilized to promote this mastery. During the 2024-2025 school year, both teachers and GT students will attend a locally organized Gifted and Talented Conference. This event will provide students with the chance to learn and showcase their intellectual abilities through art, speaking, writing, and more, helping them to better understand the benefits of the GT program.
 	
    Progress Measure (Lead: PLCs that focus on planning small group instruction and analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim), professional development for identifying GT students, planning and implementation of GT Conference, monitoring and coaching enrichment opportunities
 	
    Outcome Measure (Lag): Masters will increase by 5% for all STAAR assessments
 	
    Dates/Timeframes: 2024-2025 School Year
 	
    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Teachers
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 	
    Problem Statements: Student Success 2, 4, 5, 6, 7, 8, 9, 10, 11, 12
    Funding Sources: Instructional Supplies for GT Projects - 177 - Gifted/Talented - 177.11.6399.00.105.21.000 - $500, GT Conference for Students - 177 - Gifted/Talented - 177.11.6412.00.105.21.000 - $500

Key Strategic Action 3 Details

Key Strategic Action 3: Students will attend field trips, conferences, including virtual trips when appropriate, to enhance and support their learning experiences, academic performance, and connection to real-world situations.

Progress Measure (Lead: Planning of conferences/virtual trips, connection to content standards, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim)

Outcome Measure (Lag): Increase in student achievement by 5% in all subjects

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Teachers

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Funding Sources: Student Travel - 166 - State Comp Ed - 166.11.6494.00.105.30.AR0 - $4,000

Key Strategic Action 4 Details

Key Strategic Action 4: The ELL teacher will provide classroom support to Emergent Bilingual (EB) students using Content-Based Language Instruction strategies in the classrooms. When needed, additional support will be provided.

Progress Measure (Lead: Purposeful scheduling to target specific students, monitoring and coaching of ELL support within instruction, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim)

Outcome Measure (Lag): Meets and Masters will increase by 5% for the 3rd-5th STAAR reading assessments
ELL student scores on all assessments will increase by 5%

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, ELL Teacher

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3, 4, 8, 9, 11

Funding Sources: Instructional Supplies to support EB students - 165/ES0 - ELL - 165.11.6399.00.105.25.ES0 - $2,660

Key Strategic Action 5 Details

Key Strategic Action 5: Campus Instructional Coach and Campus Instructional Specialist will attend a conference that focuses on Gifted and Talented instructional best practices.

    Progress Measure (Lead: PLCs that focus on planning small group instruction and analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim), professional development for identifying GT students, monitoring and coaching enrichment opportunities

    Outcome Measure (Lag): Masters will increase by 5% for all STAAR assessments and increase teacher knowledge of identifying GT students

    Dates/Timeframes: May 2025

    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Teachers

    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

    Problem Statements: Student Success 2

    Funding Sources: Gifted and Talented Conference Registration Fees and Travel - 177 - Gifted/Talented - 177.13.6411.00.105.21.000 - $3,967

Goal 4 Problem Statements:

Student Success

Problem Statement 2: Harker Heights Elementary has 3.3% of the population identified as Gifted and Talented, which is lower than the state average at 8%. **Root Cause**: Teachers require training to identify characteristics of a GT learner.

Problem Statement 3: Harker Heights Elementary students that participated in TELPAS performed lower in advance high (10%) when compared to the district (13%) and state (12%). **Root Cause**: There was a lack of differentiation and engagement in academic discourse and written responses using across all grade levels.

Problem Statement 4: During the 2023-2024 school year, 40% of our students met or mastered the 4th grade STAAR reading assessment. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 5: During the 2023-2024 school year, 43% of our students met or mastered the 4th grade STAAR math assessment. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 6: Data from the 2023-2024 5th grade science STAAR showed that our score decreased from 54% to 38% at approaches or above. **Root Cause**: Lack of hands-on science experiences and vocabulary instruction in all grade levels.

Problem Statement 7: Data from the 2023-2024 3rd grade math STAAR showed that our score decreased from 74% to 66% at approaches or above. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 8: Data from the 2023-2024 3rd grade reading STAAR showed that our score decreased from 84% to 66% at approaches or above. **Root Cause**: Instructional resources were pulled from various resources, there was a lack of data informed decisions, and several students did not complete the assessment in the allotted time.

Problem Statement 9: Data from the 2023-2024 5th grade reading STAAR showed that our score decreased from 85% to 80% at approaches or above. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 10: Data from the 2023-2024 5th grade math STAAR showed that our score decreased from 80% to 76% at approaches or above. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 11: Data from the 2023-2024 Reading MAP results show that an average of 44% of our Kindergarten through 2nd grade students were not at or above grade level. **Root Cause**: Lack of data discussions and data informed instructional adjustments

Student Success

Problem Statement 12: Data from the 2023-2024 Math MAP results show that an average of 40% of our Kindergarten through 2nd grade students were not at or above grade level.
Root Cause: Lack of data discussions and data informed instructional adjustments

Priority 2: Human Capital

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

Key Strategic Action 1 Details

Key Strategic Action 1: The campus will foster a positive, inclusive, and engaging campus environment that promotes well-being, collaboration, and a sense of community among faculty and staff.
    Progress Measure (Lead: Encourage peer recognition through initiatives like "Employee of the Month" and shout-out boards and implement systems to regularly acknowledge and celebrate the achievements and contributions of staff and faculty
    Outcome Measure (Lag): Increase staff morale
    Dates/Timeframes: 2024-2025 School Year
    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialists, Counselors
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: Human Capital 1

Goal 1 Problem Statements:

Human Capital
Problem Statement 1: During the 2023-2024 school year, 45% of teachers have 5 years of experience or less.   **Root Cause**: Aside from out-of-district moves, we also had retirees, promotions, and increase in allocations.

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: The campus will hold separate Professional Learning Communities (PLCs) for all support positions, including ELL, SPED, Dyslexia, and Interventionists. Additionally, these staff members will still be required to attend grade-level PLCs and participate in RTI committee meetings.

Progress Measure (Lead: Purposeful Planning, PLCs that focus on internalizing lessons, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim), and utilizing student work protocol

Outcome Measure (Lag): Increase in all student assessment scores by 5%

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Teachers

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Success 3, 4, 5, 7, 8, 9, 10, 11, 12 - Human Capital 1

Goal 2 Problem Statements:

Student Success
Problem Statement 3: Harker Heights Elementary students that participated in TELPAS performed lower in advance high (10%) when compared to the district (13%) and state (12%). **Root Cause**: There was a lack of differentiation and engagement in academic discourse and written responses using across all grade levels.
Problem Statement 4: During the 2023-2024 school year, 40% of our students met or mastered the 4th grade STAAR reading assessment. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.
Problem Statement 5: During the 2023-2024 school year, 43% of our students met or mastered the 4th grade STAAR math assessment. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.
Problem Statement 7: Data from the 2023-2024 3rd grade math STAAR showed that our score decreased from 74% to 66% at approaches or above. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.
Problem Statement 8: Data from the 2023-2024 3rd grade reading STAAR showed that our score decreased from 84% to 66% at approaches or above. **Root Cause**: Instructional resources were pulled from various resources, there was a lack of data informed decisions, and several students did not complete the assessment in the allotted time.
Problem Statement 9: Data from the 2023-2024 5th grade reading STAAR showed that our score decreased from 85% to 80% at approaches or above. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.
Problem Statement 10: Data from the 2023-2024 5th grade math STAAR showed that our score decreased from 80% to 76% at approaches or above. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Student Success
Problem Statement 11: Data from the 2023-2024 Reading MAP results show that an average of 44% of our Kindergarten through 2nd grade students were not at or above grade level. **Root Cause**: Lack of data discussions and data informed instructional adjustments
Problem Statement 12: Data from the 2023-2024 Math MAP results show that an average of 40% of our Kindergarten through 2nd grade students were not at or above grade level. **Root Cause**: Lack of data discussions and data informed instructional adjustments

Human Capital
Problem Statement 1: During the 2023-2024 school year, 45% of teachers have 5 years of experience or less. **Root Cause**: Aside from out-of-district moves, we also had retirees, promotions, and increase in allocations.

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: Additional teacher support and coaching will be provided through a Curriculum Instructional Specialist (CIS) position. This support will focus on model lessons, behavior management, coaching and feedback, and lesson design.

Progress Measure (Lead: Professional development, implementation, coaching, and monitoring of effective lesson design, instructional delivery, behavior management, and analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim)
     Outcome Measure (Lag): Increase in STAAR assessments by 5%, reduction in learning gaps, increase in student achievement
     Dates/Timeframes: 2024-2025 School Year
     Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals, Build a foundation of reading and math
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
     Problem Statements: Human Capital 1
     Funding Sources: Campus Instructional Specialist Salary - 211 - ESEA, Title I Part A - 211.13.6119.00.105.30.000 - $85,827

Goal 3 Problem Statements:

Human Capital
Problem Statement 1: During the 2023-2024 school year, 45% of teachers have 5 years of experience or less.   **Root Cause**: Aside from out-of-district moves, we also had retirees, promotions, and increase in allocations.

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

Key Strategic Action 1: The campus administration team will use the Get Better Faster model and strategies to conduct campus walkthroughs, coaching walks, and provide feedback for teachers to ensure purposeful and effective instruction.
 	
    Progress Measure (Lead: Scheduled coaching walks, feedback meetings, and calibration with all appraisers,
    Outcome Measure (Lag): T-TESS walkthroughs, coaching walks, and observations will show an increase in teacher capacity
    Dates/Timeframes: 2024-2025 School Year
    Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach, Campus Instructional Specialist
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture
    Problem Statements: Human Capital 1

Goal 4 Problem Statements:

Human Capital
Problem Statement 1: During the 2023-2024 school year, 45% of teachers have 5 years of experience or less.   **Root Cause**: Aside from out-of-district moves, we also had retirees, promotions, and increase in allocations.

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: Site Based Decision Making (SBDM) committee will evaluate the implementation of the Campus Improvement Plan to ensure resources are improving student academics and social/emotional well-being.
    Progress Measure (Lead: SBDM committee meetings and review of the Campus Improvement Plan
    Outcome Measure (Lag): Increased student achievement. Reduction in learning gaps between targeted populations.
    Dates/Timeframes: 2024-2025 School Year
    Staff Responsible for Monitoring: Principal, Assistant Principals, SBDM members
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Goal 1 Problem Statements:

Student Success
Problem Statement 1: Student discipline incidents decreased minimally from 663 during the 2022-2023 school year to 641 during the 2023-2024 school year. Several discipline incidents have occurred in Pre-K this school year causing a disruption in the learning environment. **Root Cause**: There was not a systematic approach implemented throughout the entire school year. Staff only received support from Region 12 during the second semester.
Problem Statement 2: Harker Heights Elementary has 3.3% of the population identified as Gifted and Talented, which is lower than the state average at 8%. **Root Cause**: Teachers require training to identify characteristics of a GT learner.
Problem Statement 3: Harker Heights Elementary students that participated in TELPAS performed lower in advance high (10%) when compared to the district (13%) and state (12%). **Root Cause**: There was a lack of differentiation and engagement in academic discourse and written responses using across all grade levels.
Problem Statement 4: During the 2023-2024 school year, 40% of our students met or mastered the 4th grade STAAR reading assessment. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.
Problem Statement 5: During the 2023-2024 school year, 43% of our students met or mastered the 4th grade STAAR math assessment. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.
Problem Statement 6: Data from the 2023-2024 5th grade science STAAR showed that our score decreased from 54% to 38% at approaches or above. **Root Cause**: Lack of hands-on science experiences and vocabulary instruction in all grade levels.
Problem Statement 7: Data from the 2023-2024 3rd grade math STAAR showed that our score decreased from 74% to 66% at approaches or above. **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Student Success

Problem Statement 8: Data from the 2023-2024 3rd grade reading STAAR showed that our score decreased from 84% to 66% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources, there was a lack of data informed decisions, and several students did not complete the assessment in the allotted time.

Problem Statement 9: Data from the 2023-2024 5th grade reading STAAR showed that our score decreased from 85% to 80% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 10: Data from the 2023-2024 5th grade math STAAR showed that our score decreased from 80% to 76% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 11: Data from the 2023-2024 Reading MAP results show that an average of 44% of our Kindergarten through 2nd grade students were not at or above grade level.   **Root Cause**: Lack of data discussions and data informed instructional adjustments

Problem Statement 12: Data from the 2023-2024 Math MAP results show that an average of 40% of our Kindergarten through 2nd grade students were not at or above grade level.   **Root Cause**: Lack of data discussions and data informed instructional adjustments

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
Key Strategic Action 1: The campus will develop common standards for parent/teacher communication to foster a partnership with parents in their students' education. **Progress Measure (Lead:** Teacher communication applications, review parent engagement and meeting attendance rates, parent/teacher conferences offered twice per year (fall and spring), and monthly SMORE newsletters. **Outcome Measure (Lag):** Increase in parent involvement in meetings and parent engagement nights by 5% **Dates/Timeframes:** 2024-2025 School Year **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Counselors, Teachers, Parent Liasion **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Financial Stewardship 3, 4

Key Strategic Action 2 Details
Key Strategic Action 2: The Parent Liaison will work to engage limited English-speaking families throughout the year, helping them build language acquisition and academic skills. This support aims to improve their students' academic achievement and encourage these families to become active participants in their children's' education. Additionally, the Parent Liaison will lead our early learner program to help transition students into a school setting and develop early literacy skills. **Progress Measure (Lead:** Schedule events at various times to meet the needs of all families, purposefully planned activities, and review parent engagement rates **Outcome Measure (Lag):** Increase in parent involvement in meetings and parent engagement nights, increase in student achievement **Dates/Timeframes:** 2024-2025 School Year **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Parent Liaison **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Financial Stewardship 3, 4 **Funding Sources:** Materials for parents - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.105.24.PAR - $1,000, Reading Materials for the early learner program - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.105.24.PAR - $528

Goal 2 Problem Statements:

Financial Stewardship
Problem Statement 3: During the 2023-2024 school year, 31% of our parents participated in parent and student engagement nights.   **Root Cause**: Parent and student engagement nights began at 5:00 PM, and there was a lack of advertisement for each night.
Problem Statement 4: During the 2023-2024 school year, there were only 12 parents that served as volunteers.   **Root Cause**: Lack of advertisement for volunteer classes and opportunities.

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: School-wide initiatives and attendance incentives will be introduced to decrease student absences and tardiness throughout the school year.

Progress Measure (Lead: Utilize RAAWEE attendance program, meet bi-weekly with attendance secretary and parent liaison to discuss students with attendance/tardy concerns

Outcome Measure (Lag): Attendance rates will increase to 97% and Tardies will decrease by 5%

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Parent Liaison

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
Problem Statements: Financial Stewardship 1, 2

Key Strategic Action 2 Details
Key Strategic Action 2: The campus, with the help of the parent liaison, will host after-school events, inviting community members to Family Reading/Writing Night, Math Night, Science Night, Meet the Teacher, and Open House to promote student learning.

Progress Measure (Lead: Schedule events at various times to meet the needs of all families, purposefully planned activities, and review parent engagement and meeting attendance rates

Outcome Measure (Lag): Increase in parent involvement by 5%

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Counselors, Teachers, Parent Liaison

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
Problem Statements: Financial Stewardship 3, 4
Funding Sources: Parent Night Snacks - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.105.24.PAR - $1,500, Supplemental Pay for Parent Liaison for Family Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6121.00.105.24.PAR - $500

Key Strategic Action 3 Details

Key Strategic Action 3: The ELL, GT, and Dyslexia teachers will conduct informational parent meetings to discuss and assist parents in helping their child/children with improving academic and social/emotional well-being.

> **Progress Measure (Lead:** Schedule events at various times to meet the needs of all families and purposefully planned activities
>
> **Outcome Measure (Lag):** Increase in parent engagement, Increase in student achievement
>
> **Dates/Timeframes:** 2024-2025 School Year
>
> **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Counselors, ELL Teacher, Dyslexia TeachersGT Teachers, Parent Liaison
>
> **TEA Priorities:**
> Build a foundation of reading and math
> - **ESF Levers:**
> Lever 3: Positive School Culture, Lever 5: Effective Instruction
>
> **Problem Statements:** Student Success 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 - Financial Stewardship 3, 4

Goal 3 Problem Statements:

Student Success

Problem Statement 2: Harker Heights Elementary has 3.3% of the population identified as Gifted and Talented, which is lower than the state average at 8%.   **Root Cause**: Teachers require training to identify characteristics of a GT learner.

Problem Statement 3: Harker Heights Elementary students that participated in TELPAS performed lower in advance high (10%) when compared to the district (13%) and state (12%).   **Root Cause**: There was a lack of differentiation and engagement in academic discourse and written responses using across all grade levels.

Problem Statement 4: During the 2023-2024 school year, 40% of our students met or mastered the 4th grade STAAR reading assessment.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 5: During the 2023-2024 school year, 43% of our students met or mastered the 4th grade STAAR math assessment.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 6: Data from the 2023-2024 5th grade science STAAR showed that our score decreased from 54% to 38% at approaches or above.   **Root Cause**: Lack of hands-on science experiences and vocabulary instruction in all grade levels.

Problem Statement 7: Data from the 2023-2024 3rd grade math STAAR showed that our score decreased from 74% to 66% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 8: Data from the 2023-2024 3rd grade reading STAAR showed that our score decreased from 84% to 66% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources, there was a lack of data informed decisions, and several students did not complete the assessment in the allotted time.

Problem Statement 9: Data from the 2023-2024 5th grade reading STAAR showed that our score decreased from 85% to 80% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 10: Data from the 2023-2024 5th grade math STAAR showed that our score decreased from 80% to 76% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.

Problem Statement 11: Data from the 2023-2024 Reading MAP results show that an average of 44% of our Kindergarten through 2nd grade students were not at or above grade level.   **Root Cause**: Lack of data discussions and data informed instructional adjustments

Student Success
Problem Statement 12: Data from the 2023-2024 Math MAP results show that an average of 40% of our Kindergarten through 2nd grade students were not at or above grade level. **Root Cause**: Lack of data discussions and data informed instructional adjustments

Financial Stewardship
Problem Statement 1: During the 2023-2024 school year, attendance rates were 93.48%. **Root Cause**: Lack of parent and student connection with the campus to encourage consistent student attendance.
Problem Statement 2: Tardies this school year totaled 2,028 across all grade levels showing an approximate 37% increase when compared to last year's data. **Root Cause**: Lack of an effective tardy policy.
Problem Statement 3: During the 2023-2024 school year, 31% of our parents participated in parent and student engagement nights. **Root Cause**: Parent and student engagement nights began at 5:00 PM, and there was a lack of advertisement for each night.
Problem Statement 4: During the 2023-2024 school year, there were only 12 parents that served as volunteers. **Root Cause**: Lack of advertisement for volunteer classes and opportunities.

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: Professional learning days will be provided for teachers to analyze data, study student expectations, and design lessons according to the needs of students at-risk in reading, math, science, and social studies.
 	
    Progress Measure (Lead: Professional learning days that focus on internalizing lessons, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim), and utilizing student work protocol
    Outcome Measure (Lag): Increase in teacher capacity and student achievement in all subjects by 5%
    Dates/Timeframes: 2024-2025 school year
    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Teachers
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals, Build a foundation of reading and math
     - ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Success 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 - Human Capital 1
    Funding Sources: Substitutes for Professional Development Planning Days - 211 - ESEA, Title I Part A - 211.13.6299.00.105.30.000 - $4,042

Key Strategic Action 2 Details

Key Strategic Action 2: Professional learning days will be provided for bilingual teachers to analyze data, study student expectations, and design lessons according to the needs of students in reading, math, science, and social studies.
 	
    Progress Measure (Lead: Professional learning days that focus on internalizing lessons, analyzing data (Progress Checks, Benchmarks, MAP, and STAAR Interim), and utilizing student work protocol
    Outcome Measure (Lag): Increase in teacher capacity and student achievement in all subjects by 5%
    Dates/Timeframes: 2024-2025 School Year
    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Teachers
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals, Build a foundation of reading and math
     - ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Success 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 - Human Capital 1
    Funding Sources: Substitutes for Professional Development Planning Day (bilingual) - 165/BI0 - Bilingual - 165.13.6299.00.105.25.BI0 - $5,000

Goal 4 Problem Statements:

Student Success
Problem Statement 3: Harker Heights Elementary students that participated in TELPAS performed lower in advance high (10%) when compared to the district (13%) and state (12%).   **Root Cause**: There was a lack of differentiation and engagement in academic discourse and written responses using across all grade levels.
Problem Statement 4: During the 2023-2024 school year, 40% of our students met or mastered the 4th grade STAAR reading assessment.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.
Problem Statement 5: During the 2023-2024 school year, 43% of our students met or mastered the 4th grade STAAR math assessment.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.
Problem Statement 6: Data from the 2023-2024 5th grade science STAAR showed that our score decreased from 54% to 38% at approaches or above.   **Root Cause**: Lack of hands-on science experiences and vocabulary instruction in all grade levels.
Problem Statement 7: Data from the 2023-2024 3rd grade math STAAR showed that our score decreased from 74% to 66% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.
Problem Statement 8: Data from the 2023-2024 3rd grade reading STAAR showed that our score decreased from 84% to 66% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources, there was a lack of data informed decisions, and several students did not complete the assessment in the allotted time.
Problem Statement 9: Data from the 2023-2024 5th grade reading STAAR showed that our score decreased from 85% to 80% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.
Problem Statement 10: Data from the 2023-2024 5th grade math STAAR showed that our score decreased from 80% to 76% at approaches or above.   **Root Cause**: Instructional resources were pulled from various resources and there was a lack of data informed decisions.
Problem Statement 11: Data from the 2023-2024 Reading MAP results show that an average of 44% of our Kindergarten through 2nd grade students were not at or above grade level.   **Root Cause**: Lack of data discussions and data informed instructional adjustments
Problem Statement 12: Data from the 2023-2024 Math MAP results show that an average of 40% of our Kindergarten through 2nd grade students were not at or above grade level.   **Root Cause**: Lack of data discussions and data informed instructional adjustments

Human Capital
Problem Statement 1: During the 2023-2024 school year, 45% of teachers have 5 years of experience or less.   **Root Cause**: Aside from out-of-district moves, we also had retirees, promotions, and increase in allocations.