

**Killeen Independent School District**  
**C.E. Ellison High School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

The mission of Ellison High School is to launch young people into successful adult lives of learning, service, and meaningful work.

# Vision

The vision of Ellison High School is to be the high school campus of choice in central Texas. If students and parents were given free choice to enroll at any high school, their first choice would be EHS.

# Value Statement

Ellison High School embraces the value of Student Connectedness, and the prospects for academic success that it brings. Students who have a personal connection and investment in the success of an extracurricular program at EHS will very likely commit themselves to success in academics, attendance, and conduct.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Ellison High School community is a diverse group of students, staff, parents, and stakeholders with a wide variety of backgrounds, including multi-generational Killeen families, along with families transplanted in Killeen due to military assignments and civilian relocations. Ellison High School is an example of the evolving population of Killeen/Harker Heights, as the civilian population in this area, and on the EHS campus, continues to grow and become more evenly shared between military and civilian households.

Ellison High School is a positive example of a diverse campus, as students do not tend to congregate along racial lines, but rather tend to congregate according to common interests, especially common extracurricular commitments. There is not a trend of student conflict along racial lines, which is also a positive sign of a diverse and peaceful student body.

The 2015-2016 TAPR Report for EHS indicates the following Demographic Data:

Student Population: 2632

African-American: 42.1%

Hispanic: 27.5%

White: 18.3%

American Indian: .6%

Asian: 3.6%

Pacific Islander: 1.7%

2 or more races: 6.2%

Economically Disadvantaged: 44.2%

ELL: 3.8%

At-Risk: 62.2%

Mobility Rate: 25.0%

An analysis of TAPR from 2012 through 2016 shows the largest student subpopulation (African American) becoming larger, (38.3% to 42.1%) the second largest student subpopulation (Hispanic) also growing larger, (26.1% to 27.5%), and the third largest student subpopulation (White) becoming smaller (22.4% to 18.3%). Over the same span of time, a similar shift occurs in the demographic makeup of the teaching staff, though the demographic makeup of the teaching staff is still quite dissimilar to that of the student body:

Teachers:

African-American: 2012: 8.9% 2016: 11.7%

Hispanic: 2012: 11.5% 2016: 12.6%

White: 2012: 72.0% 2016: 69.7%

The staff of EHS is not as diverse as the student body, as indicated in the following data from the EHS TAPR 15-16:

Total Teachers: 157.6

\*African-American: 11.7%

\*Hispanic: 12.6%

\*White: 69.7%

\*American Indian: 1.3%

\*2 or More Races: 4.7%

On our recent Parent Survey (Spring 2016), only 58% of respondents agreed with the statement that "Ellison High School is a place where people care about my child." This is a number we need to see increase by our next survey, and we plan to engage parents through our SBDM to try to bring about growth in this area.

The problem statement below explores the possibility that these recent demographic shifts might possibly be correlated to survey data indicated a discrepancy in perception between staff on one side, and students/parents on the other side.

EHS is committed to developing a better understanding of the perceptions of students/parents, so that the efforts of staff to relate to students may be better aligned with the perceptions of students/parents of the effectiveness of those efforts.

### **Demographics Strengths**

\*Diverse Student Body

\*Student body does not demonstrate demographic tension or separate itself according to demographics.

\*Student conflict based on racial tension is not reported to the Discipline AP Office.

\*Diverse staff, though not as diverse as student body.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students and parents may not perceive that staff is prepared to meet their needs due to demographic differences.

**Problem Statement 2:** Staff members may assume a level of understanding between them and students/parents, when that level of understanding may not exist.

## Student Achievement

### Student Achievement Summary

Ellison High School has a long history of good performance on state assessments. The vision for the future is to maintain good performance, but to increase the percentage of students achieving at the highest levels on state assessments.

Preliminary STAAR results for the 16-17 school year are as follows:

\*English I: Approaches GL: 59.11% Meets GL: 40.05% Masters GL: 3.36%

\*English II: Approaches GL: 56.2% Meets GL: 37.18% Masters GL: 1.55%

\*Algebra I: Approaches GL: 74.88% Meets GL: 31.63% Masters GL: 10.08%

\*Biology: Approaches GL: 86.31% Meets GL: 56.7% Masters GL: 17.32%

\*US History: Approaches GL: 89.47% Meets GL: 63.98% Masters GL: 32.07%

A concern is evident in these data, which show a decrease in student performance on all STAAR tests from the 15-16 school year to the 16-17 school year.

On a recent Parent Survey (Spring 2016), 69.5% of respondents agreed that teachers respond to their questions in a timely manner. This number is encouraging, but we would like to see a much higher percentage of positive response to this question in the future.

On the same survey, 70% of respondents indicated they believe their student's teachers "assign work that is challenging and relevant". This is an encouraging indicator of parental confidence in our teachers, but more research is needed to determine what parents are using as a basis for their opinion on this question.

Historically, EHS has performed at an average or below average level on other indicators of student college readiness, such as SAT, ACT, AP, and PSAT. The following data from the EHS TAPR for 15-16 is compelling:

\*College and Career-Ready Graduates: EHS: 58.4% State Average: 74.5%

\*AP Results Above Criterion: EHS: 26.0% State Average: 49.1%

\*SAT/ACT Results At/Above Criterion: EHS: 15.7% State Average: 24.3%

EHS is working to improve its performance in these other indicators, in addition to state accountability. The 17-18 school year will bring a continued focus

on this broad range of college readiness indicators, and our goal is to become a campus that is known for success across this broad range of college readiness indicators, rather than being known only for success on state assessments. Implementation of word of the day, ACT and SAT boot camps, and WakeUp Wednesday will all continue. We will be adding Saturday workshops that students will be able to sign up for to enrich their learning in preparation for high stakes testing and college entrance exams.

On a recent Parent Survey (Spring 2016), only 60% of respondents stated that teachers keep them posted of their students' academic progress. EHS staff will visit this question, and plan ways to improve parents' perception of online gradebook-keeping, as well as frequency of contact to parents by teachers. On the same survey, only 39% stated that teachers share student success with parents as well as concerns. This is a trend to address and change, as parental trust is built through transparency and celebration of success, as well as forthright collaboration over concerns.

Recent analysis of KISD High School AP participation and performance indicates EHS lags behind the other KISD high schools in student participation in AP, as well as student performance on AP exams.

### **Student Achievement Strengths**

- \*History at EHS of strong performance on state assessments.
- \*Currently in "Met Standard" rating with one Distinction earned.
- \*High percentage of parents indicate that teachers do respond to parent questions in a timely manner.
- \*High percentage of parents indicate they believe their students' teachers assign work that is challenging and relevant.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** A decline is evident on overall STAAR scores for English I, English II, Algebra I, Biology, and US History from the 15-16 to the 16-17 school year.

**Problem Statement 2:** System Safeguard triggers for: Reading: AA, Econ Dis, SPED, ELL and Math: SPED



## School Culture and Climate

### School Culture and Climate Summary

Ellison High School has a rich diversity within the student body. Ellison High School maintains the mantra of "student connectedness" as a central theme on our campus. This philosophy centers around the premise that students who are connected to extracurricular clubs, activities and teams have a greater connection to EHS causing them to be emotionally and academically more successful. Determining which students at EHS are just coming to school and going home allows us to speak with this group of disconnected students to try to get them connected to organizations or teams here on campus. Preliminary data indicates that the disconnected pool of students also includes students who are academically unsuccessful. Shrinking this pool of disconnected students greatly enhances our opportunity to increase our connected students which in turn creates an even more positive school culture. Data continues to be collected to determine the success of connecting our students to extracurricular commitments on campus. It is common for EHS to begin a school year with 1/3 of the student body indicating disconnectedness from the school culture. While this number of disconnected students tends to decline over the school year, the goal is to start with fewer disconnected students each school year.

Gallup Student Survey data from each of the years from 2010 through 2013 indicated a steadily increasing student commitment to the culture of EHS. The data indicates a 10% upward shift in the percentage of students indicating engagement with this campus, and a corresponding 10% decrease in the percentage of students indicating disengagement.

On a recent Parent Survey (Spring 2016), 61% of respondents indicated their child is a member of an extracurricular organization at EHS, while 78% of respondents agreed there are many opportunities for student extracurricular involvement at EHS, and 88% indicated they (as parents) encourage their child to participate in extracurricular activities at EHS. These are encouraging responses, as they seem to indicate parental buy-in to the importance of extracurricular commitments to the overall culture of the school.

More recent Gallup Student Survey data from each of the years from 2014 through 2016 indicates a slight downturn in the progress previously made in the areas of Hope and Engagement on the survey. In the 16-17 school year, more attention will be given to direct engagement with our disconnected students to attempt to bring this survey data back up to the positive direction that was seen previously.

We continue to work toward the goal of a having no students enrolled at EHS who are not also involved in some extracurricular program. We believe this personal involvement in extracurricular commitments will bring about tremendous positive results in attendance, grades, and discipline.

On our recent Parent Survey (Spring 2016), only 58% of respondents agreed with the statement that "Ellison High School is a place where people care about my child." This is a number we need to see increase by our next survey, and we plan to engage parents through our SBDM to try to bring about growth in this area.

While the same survey indicates (as noted above) that 61% of respondents affirm their child is involved in an extracurricular commitment, our goal is to have a 100% positive response to this survey item.

On the same survey, only 41% of respondents stated that they believe the Ellison High School grounds and facilities are "attractive and clean", leaving a majority of 58% who either disagreed, or were neutral on this item. This response indicates a need to refocus attention on the things we can control in this area, i.e., the priorities and time management of our custodial staff. This will be a new focus in the 17-18 school year.

On the recent KISD Gallup School Quality Survey, it was noted that on all measures of staff respect for students, there is a nearly 20-point differential between staff members' perceptions of their own respect for students, versus parents' and students' measures of that same respect given by staff members to students. In every measure, over 90% of the staff stated that the staff shows respect for students, while the parents' and students' affirmations of this respect was in the 70% range.

### **School Culture and Climate Strengths**

\*High percentage of parents indicate their child is involved in extracurricular activities at EHS.

\*High percentage of parents indicate they encourage their child to take part in extracurricular activities at EHS.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Still approximately 1/3 of student body indicating disconnectedness from the school culture at the beginning of each school year.

**Problem Statement 2:** There is a discrepancy between staff and student/parent perception of staff treatment of students.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Hiring and retention of high quality staff is very important to the goals of maintaining a high standard of excellence at EHS. Teachers are sought for their certifications and temperament with regard to the culture of EHS. EHS teachers are expected to maintain a high priority on planning for the time they have their students in class. We make a deliberate effort to limit teacher content preparations on the master board so that teachers have adequate time to prepare for their students and the content they teach.

The EHS TAPR for 15-16 indicates a diversity of experience levels among the teachers at EHS, as follows:

\*Beginning Teachers: 7.6%

\*1-5 Years' Experience: 26.4%

\*6-10 Years' Experience: 22.3%

\*11-20 Years' Experience: 29.1%

\*Over 20 Years' Experience: 14.6%

EHS experienced the loss of nine long-serving staff members to retirement in the spring of 2017, including one teacher who had served at EHS for the entire history of this campus. This is a significant cultural turnover, and points a spotlight on the importance of high-quality hiring to fill the vacancies left by so many staff members who had such a depth of experience in the field and on our campus.

At EHS, we have worked to develop a high expectation for quality staff development experiences, and this continues to be a priority. We have invested funds in the past to bring well-known authors to campus to provide PD, as well as sending teachers to attend high-quality PD experiences both inside and outside of KISD. A specific need that should be addressed in the CIP is PD opportunities for teachers and administrators to learn more about serving students from every accountability subgroup.

On KISD's recent Gallup School Quality Survey, 62% of EHS staff members agreed that campus leadership does "provide staff members with the materials, resources, and training they need to work with a diverse student population." In another result that causes concern, only 56% of the staff agreed with the statement "School administrators are available when I have a concern." Clearly, we should aim higher than this. The EHS campus leadership team will make it a priority in the 17-18 school year to address these staff perceptions of leadership availability and provision for needs.

## **Staff Quality, Recruitment, and Retention Strengths**

\*Instructional staff focused on student achievement and dedicated to student success.

\*Support staff focused on serving the students of EHS.

\*Prospective employees report desire to come to work at EHS.

\*Many employees of EHS graduated from EHS themselves, and take pride in serving the student body of their alma mater.

\*EHS is known for commitment to professional development for teachers.

## **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Staff Gallup Survey data shows a noticeable percentage of staff members do not feel that campus leadership is available when they have a concern, or do not feel sufficiently supported in fulfilling their responsibilities.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Ellison High School has enjoyed success over the last four years refocusing attention on academic performance by improving campus structures to better promote teacher collaboration and student success. Teacher conference periods have been aligned by content area, and classrooms have been arranged throughout the building to allow for teachers of the same content area to easily collaborate together when they are on their conference period.

Ellison High School has a history of success on state assessments, but has a much less successful record on other college-readiness indicators, such as SAT/ACT, etc. We will continue to approach this as an opportunity to improve our culture to embrace learning and academic success.

Ellison High School is characterized by diligent teachers providing high-quality instruction in the classroom. Our Teacher Leaders work closely with our Curriculum Director and CIS to provide instructional guidance and cohesion to all departments on campus.

The primary instructional focus for our teachers for the 17-18 school year will be to continue to gain mastery in the requirements of the new TTESS teacher appraisal system in Texas. It is vital that our teachers be familiar and fluent with this new instrument, and that the introduction of TTESS be a time of renewed instructional focus on campus.

EHS is committed to meeting the needs of all learners, including a renewed focus on advanced academics and the GT learner.

### **Curriculum, Instruction, and Assessment Strengths**

\*Teacher collaboration in PLC is evident through monthly PLC sessions with principal, as well as ongoing PLC work together in departments.

\*Quality of classroom instruction continues to be strong, as seen in Instructional Rounds, as well as ongoing informal walk-throughs.

\*Campus administrators work with their assigned PLC's to continue the work of increasing instructional rigor.

\*Recent KISD Gallup School Quality Survey indicates parents (76%), students (74%), and staff (72%) all affirm in high percentages the statement that EHS has high learning standards for all students.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** According to the recent KISD Gallup School Quality Survey, there is a discrepancy between staff and student/parent perceptions of

real-life application of learning.

**Problem Statement 2:** According to the recent KISD Gallup School Quality Survey, there is a discrepancy between staff and student/parent perceptions of teacher feedback on student work.

**Problem Statement 3:** EHS Leadership is in need of professional development in the area of the GT learner in order to provide staff with accurate feedback on meeting the needs of GT learners.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Ellison High School enjoys tremendous community support from parents, alumni, neighbors, Adopt-a-School Unit (US Army personnel) and business leaders. There is a rich tradition of Eagle loyalty that is felt here, and more opportunities for community connection than we are currently incorporating into our practice. Evidence of this community support was recently seen in the large turnout we continue to see at our extracurricular events, from athletic contests to fine arts performances.

On a recent Parent Survey (Spring 2016), only 50% of respondents indicated they are familiar with the Mission Statement of Ellison High School. This is a number we need to see increase, as it is difficult to gain community buy-in on a Mission Statement with which community members are unfamiliar.

Ellison parents consistently come through to help meet campus needs, such as serving in various extracurricular organizations' booster clubs, and attending special events, such as Open House, 8th Grade Parent Night, etc.

On our recent Parent Survey (Spring 2016), over 77% of respondents stated they are aware of campus events at EHS, and over 73% responded that they feel welcome visiting campus. These are encouraging numbers, but we want to do better. On the same survey, 85% of respondents indicate they do monitor their students' grades online, which is a very encouraging number.

Ellison High School needs to incorporate parental and community input more into the fabric of decision-making on the campus.

On our recent Parent Survey (Spring 2016), only 58% of respondents agreed with the statement that "Ellison High School is a place where people care about my child." This is a number we need to see increase by our next survey, and we plan to engage parents through our SBDM to try to bring about growth in this area.

On the recent KISD Gallup School Quality Survey, 84% of parents and 75% of students agreed that they are informed about school-sponsored activities, and a similar percentage responded that they feel encouraged to participate in school-sponsored activities.

### **Family and Community Involvement Strengths**

- \*Positive events offered on campus to draw parents into awareness of campus life and campus activities.
- \*High percentage of survey respondents state they are aware of campus events at EHS.
- \*High percentage of survey respondents state they feel welcome visiting campus.

\*Fairly close correlation between staff and student/parent responses on KISD Gallup School Quality Survey in the area of awareness of school-sponsored activities.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** According to the recent KISD Gallup School Quality Survey, there is a discrepancy between staff and student/parent perception of whether EHS respects and values input from families.



## **School Context and Organization**

### **School Context and Organization Summary**

Ellison High School enjoys a generally positive reputation in the community, as evidenced by the volume of participation and positive nature of comments on the EHS Facebook page.

The scheduling process used at EHS is designed to maximize instructional time for students, and to maximize opportunities for teachers to collaborate together as a PLC. Two commitments stand out in this area: 1) Common planning periods for each content area, and 2) Geographic placement of academic departments within the building to create "communities" of learning in each academic department, rather than a random scattering of content areas throughout the building.

At EHS, a high value is placed on instructional time, and a great deal of effort is spent planning campus procedures to preserve instructional time for teachers and students.

On a recent Parent Survey (Spring 2016), over 85% of respondents indicated they believe their student is held to appropriate standards of conduct at EHS, and 71% indicated they believe their student is treated fairly when misconduct occurs. While this data is encouraging to some degree, there is an opportunity for further discussion about the gap between the 85% and 71% affirmative response rates concerning a perception of overall fairness, vs a perception of fairness toward the parent's own child in particular. Our goal would be for these percentages to be more closely aligned.

Ellison High School's scheduled PLC meetings will focus on increasing rigor in instruction, and will focus this year on developing teacher familiarity with TTESS.

On a recent Parent Survey (Spring 2016), 71% of respondents indicated their student feels safe at EHS. While this is a good start, our goal is for 100% of our students to feel safe (physically and emotionally), and for all parents to perceive our campus as a safe place for their student to attend school. We will continue to see the feedback of our students and their parents on this question, and develop strategies to improve this perception.

On the recent KISD Gallup School Quality Survey, a concern is evident in staff, student, and parent perception of whether disciplinary issues are handled fairly.

### **School Context and Organization Strengths**

\*A high priority is placed on protecting instructional time, as well as protecting PLC time for teacher collaboration.

\*A high priority is placed on effective communication between classroom teachers and discipline AP's concerning outcomes of student referrals.

## **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** According to the recent KISD Gallup School Quality Survey, only 42% of staff members stated they feel student conduct issues are handled fairly, compared to 52% of parents, and 54% of students.

**Problem Statement 2:** According to the recent KISD Gallup School Quality Survey, only 63% of staff, 65% of parents, and 53% of students stated that they believe the EHS campus is safe.

# Technology

## Technology Summary

Ellison High School is committed to making the effective use of technology a high priority in the areas of instruction, communication, and administration. This commitment is evident in the number of devoted computer labs on campus available for teacher/student use, and also in Ellison High School's commitment to make effective instructional use of the KISD BYOD policy. In addition, EHS has committed to offering students the opportunity to check out loaner laptops from our library to enable them to work on projects for class.

On a recent Parent Survey (Spring 2016), 77% of respondents indicated they are "aware of campus events at EHS", which is largely a function of the social media/web site outreach of our campus. While this response is encouraging, it still leaves over 22% of respondents who either disagreed with this statement, or were neutral on it, meaning they declined to agree. It is a concern that nearly a fourth of respondents would indicate some degree of frustration with unawareness of campus events. In fact, one respondent left a comment to the effect that they actually experienced difficulty finding the information they needed, even when searching our web site. This indicates a need for at least a review of our web site layout, as well as our methods of announcing events in all formats.

EHS continues to work toward equipping all Math and Science classes with TI Nspire calculators, complete with top hat technology. The goal is to have a 1:1 ratio for TI Nspires for all students at EHS, through Math and Science classes.

## Technology Strengths

BYOD has not introduced any new discipline issues that were not already part of the landscape for EHS.

BYOD continues to be a viable instructional tool for teachers and students at EHS. All students are welcome to bring their own electronic devices to school, and are expected to comply with their teachers' directives concerning use of devices in class.

Ellison High School is committed to the use of technology to communicate with stakeholders, from the campus web site, to the campus FB page, to the many different blogs and Twitter accounts that are in use by EHS staff.

Ellison High School has preemptively retired from the device confiscation business, empowering teachers to address classroom management issues pertaining to electronic devices.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** EHS teachers have a concern about the life cycle of their assigned MacBook Pro laptops, which are a 2012 model, and were issued in 2014.

## **Leadership Effectiveness**

### **Leadership Effectiveness Summary**

The leadership dynamic at Ellison is designed to have a big-picture focus while still maintaining the appropriate focus on details that make the campus operate smoothly. The Ellison High School Core Team consists of 10 campus leaders: Principal, Curriculum Director, Assistant Principals (5), CIS, Special Ed Coordinator, and Student Activities Coordinator. The Core Team meets every week to ensure a common understanding of the vision for the week's activities and the overall focus for the campus. Administrative responsibilities are divided among Core Team members according to areas of expertise/interest.

### **Leadership Effectiveness Strengths**

Ellison High School's Core Team is a diverse and multitalented group that is committed to putting the needs of students first. Ellison staff members receive support in their efforts to serve the students of EHS, and the Core Team is committed to changing its approach as the needs of the campus evolve.

### **Problem Statements Identifying Leadership Effectiveness Needs**

**Problem Statement 1:** The 17-18 school year will see three new Assistant Principals assimilate into the EHS culture, which will require direct and ongoing intervention from the Principal to ensure success.

**Problem Statement 2:** The EHS Discipline AP office will be staff by three new Assistant Principals and two new Secretaries in the 17-18 school year. This new beginning will involve ongoing collaboration to ensure a successful transition.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

#### **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

## Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 1:** Ellison High School will continue to develop a strong academic culture in 17-18, centered on the combined mottos of "Not By Accident" and #ownyourlearning. We will strive for success on a broad range of indicators, including state assessment, but also focusing on PSAT/SAT/ACT/AP success.

S: Improved state assessment indicators.

M: At least 5% improvement in every area of STAAR testing.



A: Teacher PLC's will work throughout school year to focus strategies on these attainable goals.

R: These academic goals are highly relevant to the mission statement of EHS.














T: Timeline for these goals is the end of the 17-18 school year.

**Evaluation Data Source(s) 1:** Improvement on all academic and college-readiness indicators, with data showing improvement by end of 17-18 school year.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ellison High School will supply students in AP classes with supplementary reading materials for advanced level instruction.  (Funded through Gear Up)  Also: Reading materials needed for GT students.	David Dominguez	Feedback from teachers re: quality and rigor of reading assignments.				
Funding Sources: 177 - Gifted/Talented - \$850.00						
2) Ellison High School contract with Dr. Mel Griffin to provide guidance and support for the department of Mathematics.	David Dominguez	Increased student scores on Math EOC and Math sections of SAT/ACT/PSAT.				
Problem Statements: Student Achievement 1, 2 Funding Sources: 128 - High School Allotment - \$10,000.00						



3) Ellison High School will fund and provide a variety of exciting rewards for students who earn a place on the Honor Roll, including t-shirts, movie passes, restaurant coupons, and other acceptable awards recommended by staff. (Regular Campus Budget.)	Diana Allred	Numbers of students earning places on the Honor Roll every grading period. Numbers of students earning prizes through Word of the Day.				
Problem Statements: School Culture and Climate 1, 2						
<b>System Safeguard Strategy</b> 4) Ellison High School will invest in student preparation for EOC retakes by planning a series of EOC remediation events, designed to provide tutoring for and address the needs of At-Risk students who are scheduled to retake EOC tests throughout the year. This remediation will require some instructional supplies, including calculators for at-risk student use. Supplies will also be used for the spring IGC Committee projects. System Safeguards: ELA: AA, Pacific Islander, SPED, ELL, Econ. Dis.	David Dominguez CIS Geoffrey Van Riper Calen Poe Molly Bell Sandra Ford	Student attendance at EOC Remediation events, and increased numbers of students passing EOC retakes.				
5) Science teachers will ensure that students are in a lab setting doing hands-on experiments at least 40% of their class time. Funding for lab equipment.	David Dominguez Molly Bell	Students will spend more time in hands-on learning which will result in a better understanding and application of science concepts.				
Problem Statements: Student Achievement 1 Funding Sources: 128 - High School Allotment - \$5,000.00						
6) Ellison High School will invest in a subscription to AVID Weekly to allow AVID and other classes to make use of appropriate reading materials. *Correction: This item was paid for through Gear Up, freeing up these funds for other needs in the EHS CIP.	David Dominguez Desi Torres	Successful subscription				
7) Ellison High School will invest in instructional supplies for At-Risk student use in the Eagles Nest.	David Dominguez	At-Risk students' needs for instructional supplies being met.				
8) Two days per week and one Saturday per month, the Ellison High School E-Tech Lab will remain open after-hours to allow at-risk students who are behind on credits to catch up on previously failed classes via Edgenuity.	David Dominguez Melinda Payton	Number of At-Risk students making use of lab opportunities.				
9) EHS will ensure student fluency in use of graphic calculators in order to maximize students' ability to use the technology to improve Math & Science skills.	David Dominguez Molly Bell Geoffrey Van Riper	One to One calculator use for Chemistry and Physics students.				
Problem Statements: Student Achievement 1 Funding Sources: 128 - High School Allotment - \$10,000.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
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<b>Problem Statement 1:</b> A decline is evident on overall STAAR scores for English I, English II, Algebra I, Biology, and US History from the 15-16 to the 16-17 school year.
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<b>Problem Statement 2:</b> System Safeguard triggers for: Reading: AA, Econ Dis, SPED, ELL and Math: SPED
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<b>School Culture and Climate</b>
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<b>Problem Statement 1:</b> Still approximately 1/3 of student body indicating disconnectedness from the school culture at the beginning of each school year.
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<b>Problem Statement 2:</b> There is a discrepancy between staff and student/parent perception of staff treatment of students.
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**Goal 1:** Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 2:** EHS staff will be fluent in the expectations of state accountability, and will understand where EHS stands in state accountability.

S: EHS staff will know the general overview of state accountability, and be conversant in it.

M: EHS staff teaching in tested content areas will know the current student performance data (STAAR passing rate) for their content area.


A: This level of familiarity is a reasonable expectation, and has already begun with the presentation detailed below in Strategy #1.

R: EHS teachers will understand the impact student performance data may have on parent decisions for campus placement for their children, as the movement for school choice gains strength in Texas.

T: Teacher PLC's will continue to revisit state accountability throughout school year, with a revisit of this topic by Mrs. Daugherty again in August of 2018.

**Evaluation Data Source(s) 2:** Ellison High School staff will have a basic understanding of the state accountability system, and where EHS falls in that system.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) State Accountability presentation given to staff on August 10 by KISD Testing Coordinator Teresa Daugherty. Presentation designed to familiarize new staff with state accountability requirements, and to refresh familiarity for returning staff. Topic to be revisited during teacher PLC throughout school year.	David Dominguez	Increased staff familiarity with all aspects of state accountability system so teachers can better understand how their daily efforts impact the overall standing of the campus.	✔			
Problem Statements: Student Achievement 1, 2						
						

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> A decline is evident on overall STAAR scores for English I, English II, Algebra I, Biology, and US History from the 15-16 to the 16-17 school year.
<b>Problem Statement 2:</b> System Safeguard triggers for: Reading: AA, Econ Dis, SPED, ELL and Math: SPED

**Goal 1:** Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 3:** Ellison High School will establish itself as the campus known for Student Connectedness. Students at EHS will readily tell others about their commitment to extracurricular activities, and will understand how these commitments improve student academic performance.

S: All EHS students will find a meaningful, personal connection to EHS via involvement in an extracurricular activity of their choice.

M: Assistant Athletic Coordinator will maintain record of numbers of students connected and disconnected on campus, to ascertain percentages of connected students.

A: We have seen dramatic improvements in the percentages of connected students at EHS within each of the last several school years, serving to instill confidence in the attainability of this goal.

R: Evidence shows that connected students have better success in academics, attendance, and discipline at school. It is clear that virtually every EHS student in DAEP is a disconnected student.

T: Timeline for improved percentage of connected students is end of 17-18 school year, with monthly benchmark checkups with Assistant Athletic Coordinator.

**Evaluation Data Source(s) 3:** Success of the Student Connectedness Project will be assessed by the number of students not involved in any extracurricular activities at EHS at the end of the 16-17 school year, compared to the same figure at the end of the 17-18 school year.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Student Connectedness Project: Ellison High School will continue to monitor numbers of students involved in extracurricular commitments, and individually recruit students who are not involved (Disconnected Students) to begin participating in extracurricular programs.	David Dominguez Sarah Stolley	Continued decline in #'s of Disconnected Students at EHS.				
2) Ellison High School will continue to improve the transition of its freshman class into a connected, engaged, successful high school experience by contracting with Dr. Eric Cupp to engage with 9th grade students individually and in small groups to work through the transition from middle school to high school, and to instill a commitment to academic rigor. Dr. Cupp will encourage students to complete high school, and to seek increased academic rigor.	David Dominguez Carmina Jimeno	Numbers of students passing all classes and taking advanced level classes.				
		Problem Statements: Student Achievement 1 - School Culture and Climate 1 Funding Sources: 128 - High School Allotment - \$28,670.22				
3) Ellison High School will continue its tradition of planning an engaging visit to the campus for the incoming 8th graders in the spring, complete with a campus tour, and opportunity to learn about all the opportunities for Student Connectedness available on campus.	David Dominguez Diana Allred	Feedback from the four feeder middle schools on the relevance and positive nature of the event.				
		Problem Statements: School Culture and Climate 1 Funding Sources: 128 - High School Allotment - \$1,751.40				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**Performance Objective 3 Problem Statements:**

**Student Achievement**

**Problem Statement 1:** A decline is evident on overall STAAR scores for English I, English II, Algebra I, Biology, and US History from the 15-16 to the 16-17 school year.

**School Culture and Climate**

**Problem Statement 1:** Still approximately 1/3 of student body indicating disconnectedness from the school culture at the beginning of each school year.

**Goal 1:** Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 4:** Ellison High School will improve academic performance among ELL students.

S: EHS ELL students will no longer trigger a System Safeguard with their performance on state accountability.

M: EHS ELL students will demonstrate at least 5% growth in every STAAR tested area in the 17-18 school year.

A: EHS ELL students will be encouraged by new ELL teacher to believe this goal is attainable.

R: Improved STAAR performance by EHS ELL students will be closely linked to mastery of academic English, is highly relevant to these students' overall integration into campus life, and to their prospects for future academic success.

T: Timeline for success with this goal is end of 17-18 school year.

**Evaluation Data Source(s) 4:** Passing/Failure Rates & EOC scores among ELL students.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b></p> <p>1) System Safeguards indicate that ELL students are in need of help with reading skills. ELL teachers will provide ELL students with project-based learning opportunities which will allow students to apply English vocabulary. Students will be given time to read self-selected materials in class and at home to improve fluency as well as to increase their English vocabulary. Also needed is a document scanner to scan student writing samples for teacher review and feedback.</p>	<p>David Dominguez ELL Teacher Carmina Jimeno</p>	<p>Improved Reading EOC scores among ELL students.</p>				
<p>Problem Statements: Student Achievement 1, 2 Funding Sources: 165/ES0 - ELL - \$10,925.00</p>						
<p><b>System Safeguard Strategy</b></p> <p>2) Ellison High School will send ELL teacher to AVID National Conference in December to determine ways to incorporate AVID strategies into the ELL experience for students at EHS.</p>	<p>David Dominguez ELL Teacher Carmina Jimeno</p>	<p>Successful implementation of AVID strategies into the ELL classroom.</p>				
<p>Problem Statements: Student Achievement 1, 2</p>						
<p><b>System Safeguard Strategy</b></p> <p>3) ELL students take part in regular campus tutoring provided for all students. However, in addition to that ongoing effort, EHS will provide after-hours tutorials for ELL students in order to increase STAAR performance, addressing System Safeguard in ELA. Tutorials will be led by EHS ELA teachers, ensuring ELL students receive same STAAR focus as their non-ELL counterparts in regular ELA classes.</p>	<p>David Dominguez Beth Fuller</p>	<p>Removal of ELL ELA from EHS System Safeguard for 17-18 school year.</p>				
<p>Problem Statements: Student Achievement 1, 2 Funding Sources: 263 - ESEA, Title III Part A - \$5,795.00</p>						
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>						

**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> A decline is evident on overall STAAR scores for English I, English II, Algebra I, Biology, and US History from the 15-16 to the 16-17 school year.
<b>Problem Statement 2:</b> System Safeguard triggers for: Reading: AA, Econ Dis, SPED, ELL and Math: SPED

**Goal 1:** Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 5:** Ellison High School will improve the academic performance of students who are struggling academically through instructional and social interventions, and will address the following System Safeguard triggers: Reading: AA, Econ. Dis., SPED, ELL; and Math: SPED.

S: Each student group that triggered a System Safeguard will rise above the System Safeguard level, resulting in no System Safeguards for EHS as a whole.

M: Each student group that triggered a System Safeguard will demonstrate at least 5% improvement in each STAAR tested area for the 17-18 school year.




A: SPED and ELL teachers will convey to SPED and ELL students that these goals are attainable.

R: Avoiding System Safeguard status will mean these students are performing at a higher level, and that EHS is closer to fulfilling its mission with these students.










T: Timeline for fulfillment of this goal is the end of the 17-18 school year.

**Evaluation Data Source(s) 5:** Number of students failing at least one course at the end of the year, versus the number of students failing at least one course at the end of the first semester. Performance of System Safeguard groups on 2018 accountability.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> 1) Resource students in the ELA, Math, Science, and Social Studies areas, as well as self-contained SPED students, will utilize the Success Maker program to improve their academic performance.	David Dominguez Veronica Maxey Resource Teachers	Improved Reading levels attained by Resource ELA students, and improved Math levels attained by Resource Math students.				
	Problem Statements: Student Achievement 1, 2					
2) Dr. Eric Cupp will be contracted to visit EHS on a monthly basis and engage with at-risk students to encourage them to overcome difficulties that hinder academic success. This will be in addition to services paid for with other funds.	David Dominguez	Feedback from Dr. Cupp regarding student progress over the course of the year, resulting in improved performance by At-Risk students, and improved understanding of At-Risk students by EHS staff.				
	Problem Statements: Student Achievement 1 - School Culture and Climate 1 Funding Sources: 166 - State Comp Ed - \$4,217.00					
<b>System Safeguard Strategy</b> 3) Ellison High School will invest in grade-Level-Appropriate reading materials for Resource ELA classes, as well as for students in Inclusion ELA classes who read below grade level. These reading materials will be used by teachers to improve student fluency and confidence in reading, as well as to increase student interest in reading for pleasure.	David Dominguez Veronica Maxey	Improvements in student Lexile scores attributed to increased time spent reading grade-level-appropriate materials, with the goal of increasing Lexile scores.				



<b>System Safeguard Strategy</b> 4) Ellison High School will invest in grade-level-appropriate reading materials and software for the Reading Classroom and the Dyslexia Lab, with the goals of improving at-risk student Lexile scores over the course of the school year.	David Dominguez Beth Fuller Chandler Cox	Improved Lexile scores for students served by the Dyslexia Lab and the Reading Classroom.				
	Problem Statements: Student Achievement 1, 2					
5) EHS has created a new position to address the needs of At-Risk students. The At-Risk Counselor will provide direct interventions for At-Risk students, as follows: Working directly with students on site at DAEP, investing in training in strategies to improve performance of At-Risk students, serve as liaison to At-Risk EHS students at Pathways & Career Center campuses, coordinating outreach to former students with 98 classification.	David Dominguez Yasamyne Korban	Reduction in course failure by At-Risk students.  Reduction in number of return trips to DAEP by At-Risk students.  Increase in connectedness among At-Risk students.  Decrease in number of 98's outstanding for EHS.  Better understanding of strategies to improve performance of At-Risk students.				
	Problem Statements: School Culture and Climate 1 Funding Sources: 166 - State Comp Ed - \$60,890.41					
6) Ellison High School will continue to offer assistance to At-Risk students via "The Eagles' Nest", a non-SPED "content mastery" setting, in which identified at-risk students may receive help with content, make up tests/assignments, or be provided with oral test administration.	David Dominguez	Improvement in academic performance for At-Risk students at EHS.				
	Problem Statements: Student Achievement 1 Funding Sources: 166 - State Comp Ed - \$22,933.59					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Performance Objective 5 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> A decline is evident on overall STAAR scores for English I, English II, Algebra I, Biology, and US History from the 15-16 to the 16-17 school year.
<b>Problem Statement 2:</b> System Safeguard triggers for: Reading: AA, Econ Dis, SPED, ELL and Math: SPED
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Still approximately 1/3 of student body indicating disconnectedness from the school culture at the beginning of each school year.

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

**Performance Objective 1:** Ellison High School will continue to hire effective personnel through an engaging interview process, in which candidates feel at ease, get a sense of what Ellison High School is all about, and share how they believe they fit into our campus vision for student success.

S: EHS will become sought after by the highest-quality candidates for all staff positions.

M: EHS will reduce turnover rate by losing 5 less teachers in the summer of 2018 than were lost in the summer of 2017.

A: Improved employee satisfaction is likely to result in lower turnover rate at EHS.

R: More stable teaching staff is likely to result in improved student academic performance, closely linked to the success of the mission of EHS.

T: Timeline for success of this goal is the beginning of the 18-19 school year.

**Evaluation Data Source(s) 1:** Review of TTESS appraisals for new hires, to ensure successful transition to the EHS campus.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All new teachers will be regularly monitored by CIS for familiarity with campus procedures, and for ongoing development as effective teachers in the classroom.	David Dominguez Avlyn Bolton	Positive, ongoing process of integration of new teachers into the overall teaching staff, and reduction of time required for new teachers to feel comfortable and at ease.				
2) EHS Principal Secretary will provide improved spreadsheet system to monitor vacancies and new hires throughout school year, especially during busy hiring season of spring/summer.	David Dominguez Alice Brown	Reduction of confusion and difficulty in keeping track of number of vacancies on campus, and names of new hires brought on board throughout spring and summer. Desired result: Increased feeling of immediate integration into overall staff on the part of new hires.				
3) All new teachers will be assigned mentors/buddies over the spring/summer, as they are hired, rather than all at once just before school begins.	David Dominguez Avlyn Bolton	Improved transition time for integration of new teachers into overall teaching staff.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 2:** Ellison High School will continue to prioritize teacher and administrator mastery of the TTESS teacher evaluation system.

S: Needless stress for teachers related to TTESS will be reduced by means of improved administrative performance in all areas of TTESS supervision and appraisal.

M: All EHS TTESS administrators will remain ahead of timelines for TTESS appraisals by means of monthly update meetings with principal.


A: It is an expectation that all EHS administrators conduct TTESS appraisals in a highly professional manner, and keep ahead of all TTESS timelines.

R: Reduction of needless teacher stress regarding appraisals is likely to be correlated with reduced stress for students and improved academic performance.

T: Timeline for this goal is the end of the 17-18 school year.

**Evaluation Data Source(s) 2:** Teachers will receive thorough instruction on the TTESS system before the school year begins, and all EHS administrators will devote sufficient time throughout the year to provide teachers with the level of feedback necessary to fulfill the requirements of TTESS.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) EHS will provide all new teachers with a full 4-hour training on TTESS, and all returning teachers with a TTESS update session to ensure understanding of TTESS.	David Dominguez Avlyn Bolton	Teacher understanding and readiness for TTESS.	✔			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
2) EHS leadership team will improve cohesion on TTESS by setting calendar timelines together for completion of each step in the TTESS process. Each TTESS appraiser at EHS will meet monthly with the principal to ensure all aspects of TTESS are completed at the appropriate stage of the school year.	David Dominguez	Improved cohesion on TTESS by all members of the EHS leadership team.	◐			
						

**Performance Objective 2 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Staff Gallup Survey data shows a noticeable percentage of staff members do not feel that campus leadership is available when they have a concern, or do not feel sufficiently supported in fulfilling their responsibilities.

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

**Performance Objective 3:** Ellison High School will establish itself as the campus known for relevant, high-quality staff development opportunities that bring about improved instruction and increased student learning.

S: EHS teachers will be, and will perceive themselves to be, gaining in mastery of their content and their collective efficacy as instructional leaders.

M: 100% of EHS teachers will engage in some form of off-campus PD experience, either within KISD or outside the district, within the scope of the 17-18 school year and the summer of 2018.




A: It is a reasonable expectation that all EHS teachers will avail themselves of formal PD experiences during the school year, and EHS administration will facilitate this goal.









R: EHS teaching staff will demonstrate that increased efficacy will result in improved student performance.

T: Timeline for this goal is end of summer of 2018.

**Evaluation Data Source(s) 3:** Overall feedback from staff members re: quality & relevance of professional development offerings.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) EHS will invest in the professional development of selected teachers and administrators from across the curriculum by sending them to various appropriate conference/workshop opportunities, such as CAMT, CAST, ASCD, etc. Areas to address will be: student academic performance, student connectedness, and student/parent perception of staff understanding of students' needs.	David Dominguez Curriculum Director Carmina Jimeno	Feedback from teachers who are able to share back with the staff about the sessions attended.				
Problem Statements: Demographics 1, 2 - Student Achievement 1, 2 Funding Sources: 128 - High School Allotment - \$10,500.00						
2) EHS commits to helping staff members grow in their ability to understand student performance, student need, and student/parent perception of school culture. To serve this purpose, Ellison High School will invest in several book titles and subscriptions to relevant periodicals to provide for professional development. Periodicals may include, but will not be limited to, "Education Week", "Phi Delta Kappan", and "Educational Leadership".	David Dominguez Curriculum Director Avlyn Bolton	Teacher feedback on relevance of periodicals made available for ongoing professional development.				
Problem Statements: Demographics 1, 2 - Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Involvement 1 - School Context and Organization 1 Funding Sources: 128 - High School Allotment - \$5,000.00						
3) Ellison High School will engage in the Instructional Rounds process with KISD leadership in September. The EHS Curriculum Team will also lead the campus in a series of internal Instructional Rounds events at different times in the school year.	David Dominguez Curriculum Director Avlyn Bolton Sandra Ford Molly Bell Calen Poe Geoffrey Van Riper	Quality of feedback provided from Instructional Rounds process.  Teachers' ability to turn IR feedback into increased instructional rigor in the classroom.				

4) EHS will improve capacity for leadership in the area of GT by sending the Assistant Principal in charge of the GT program to the annual conference of the Texas Association for the Gifted & Talented in Houston, Nov. 29 - Dec. 1, 2017.	David Dominguez AP over GT Carmina Jimeno	Information from conference shared with full staff, and targeted information shared with teachers of GT students to improve teachers' ability to differentiate for the GT learner in the classroom.				
	Problem Statements: Curriculum, Instruction, and Assessment 1, 3 Funding Sources: 177 - Gifted/Talented - \$2,126.00					
5) The Ellison High School Curriculum Team will engage in a PD opportunity to learn more about addressing the needs of GT learners. The conference selected is the TAGT 2017 Annual Conference, held from Nov. 29 - Dec. 1, 2017, in Dallas.	David Dominguez Curriculum Director	Feedback from team members on quality of PD opportunity.				
	Problem Statements: Curriculum, Instruction, and Assessment 3 Funding Sources: 177 - Gifted/Talented - \$13,764.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

### Performance Objective 3 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> Students and parents may not perceive that staff is prepared to meet their needs due to demographic differences.
<b>Problem Statement 2:</b> Staff members may assume a level of understanding between them and students/parents, when that level of understanding may not exist.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> A decline is evident on overall STAAR scores for English I, English II, Algebra I, Biology, and US History from the 15-16 to the 16-17 school year.
<b>Problem Statement 2:</b> System Safeguard triggers for: Reading: AA, Econ Dis, SPED, ELL and Math: SPED
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Still approximately 1/3 of student body indicating disconnectedness from the school culture at the beginning of each school year.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> According to the recent KISD Gallup School Quality Survey, there is a discrepancy between staff and student/parent perceptions of real-life application of learning.
<b>Problem Statement 3:</b> EHS Leadership is in need of professional development in the area of the GT learner in order to provide staff with accurate feedback on meeting the needs of GT learners.
<b>Family and Community Involvement</b>
<b>Problem Statement 1:</b> According to the recent KISD Gallup School Quality Survey, there is a discrepancy between staff and student/parent perception of whether EHS respects and values input from families.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> According to the recent KISD Gallup School Quality Survey, only 42% of staff members stated they feel student conduct issues are handled fairly, compared to 52% of parents, and 54% of students.

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

**Performance Objective 4:** Ellison High School will improve administrative responsiveness to teacher/staff needs and concerns.

S: EHS staff is looking for increased satisfaction with administrative responsiveness to staff needs.

M: Goal is for survey results to indicate that at least 75% of EHS staff indicate improved administrative response to concerns, as compared to 16-17 school year.

A: This goal represents approximately a 25% improvement in this survey result, which is attainable with the deliberate effort that has been made to address this need.

R: Improved staff satisfaction with administrative responsiveness will result in overall improved staff satisfaction with work conditions, which will likely correlate to improved student performance.

T: Timeline for this goal is survey results at end of first semester, and end of school year.

**Evaluation Data Source(s) 4:** Overall feedback from staff members re: quality & timeliness of administrative responses to needs and concerns.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) EHS will staff the Discipline AP office with new administrators and secretaries, for the purpose of improving administrative responsiveness to staff needs and concerns.	David Dominguez Richard Guy Elise Jacko Logan Chaney	Improved responsiveness to staff needs and concerns, evidenced by staff feedback on administrative responsiveness.				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1, 2						

**Performance Objective 4 Problem Statements:**

Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Staff Gallup Survey data shows a noticeable percentage of staff members do not feel that campus leadership is available when they have a concern, or do not feel sufficiently supported in fulfilling their responsibilities.
School Context and Organization
<b>Problem Statement 1:</b> According to the recent KISD Gallup School Quality Survey, only 42% of staff members stated they feel student conduct issues are handled fairly, compared to 52% of parents, and 54% of students.
<b>Problem Statement 2:</b> According to the recent KISD Gallup School Quality Survey, only 63% of staff, 65% of parents, and 53% of students stated that they believe the EHS campus is safe.

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

**Performance Objective 1:** Ellison High School will continue the procedure of increasing parental contact by voluntarily increasing the frequency of Progress Reports, as well as aligning Progress Report notification with UIL eligibility check.

S: Goal is for EHS parents to increase positive responses to survey questions pertaining to whether they are informed of student academic progress, and whether they report receiving timely feedback on student performance.

M: Percentage of EHS parents receiving Blackboard Connect phone contacts must improve by 10% during the 17-18 school year.

A: Students and parents must assist with improving and updating student demographic records in order for this goal to be attainable.

R: Improved parent contact will likely result in improved student performance.

T: Timeline for this goal is the end of the 17-18 school year.

**Evaluation Data Source(s) 1:** Feedback from parents about the frequency of contact, and the helpfulness of this increased contact.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Print and send home progress reports (with corresponding alerts sent to parents via Blackboard Connect) every third week, throughout the entire school year, rather than Progress Reports going home only at the midpoint between Report Cards.	David Dominguez Curriculum Director AP over Grades Registrar	Positive feedback from parents, indicating that the increased Progress Report frequency was helpful in assisting parents in keeping tabs on student grades and progress.				
2) Parents of ELL students will be welcomed into the culture of Ellison High School at informational meetings led by the ELL staff. Funding will be provided for refreshments to be served at these informational meetings.	David Dominguez AP over ELL ELL Teacher Carmina Jimeno	Feedback from parents of ELL students, indicating their level of comfort and engagement with Ellison High School.				

= Accomplished  
 = Continue/Modify  
 = Considerable  
 = Some Progress  
 = No Progress  
 = Discontinue



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

**Performance Objective 1:** Ellison High School will continue to engage At-Risk students targeting truancy and behavior issues, and work with teachers and administrators to improve these areas of conduct. Ellison High School will improve Dropout Rate.

S: Perception and reality of efficacy of campus Discipline AP office must improve.

M: Goal: survey results will show 25% improvement in positive responses regarding work of Discipline AP office in 17-18 over 16-17.



A: With the new lineup of staff in Discipline AP office, a dramatic improvement in staff responses is possible.

R: Student academic performance will improve when overall perception of student conduct and campus response to issues of concern.








T: Timeline for success in this goal is the end of the 17-18 school year.

**Evaluation Data Source(s) 1:** Number of students reaching levels of non-attendance to require intervention from EHS Attendance Officer. Percentage of positive responses from staff, students, and parents concerning administrative responsiveness to issues of concern will be increased.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) New Attendance Officer will be hired to replace Richard Guy, who promoted to position of Assistant Principal. Mr. Guy will provide ongoing consultation and training to the new Attendance Officer to ensure there is not a drop in level of service provided to campus. New Attendance Officer will be a primary ambassador of our campus to the most struggling students in our community, and will strive to develop a relationship of mutual respect with students/parents, demonstrating to them that EHS cares for them.	David Dominguez Richard Guy New Attendance Officer	Improved levels of student attendance at EHS. Improved relationships with parents of students with chronic truancy issues.				
Problem Statements: Demographics 1, 2						
2) Digital Hall Pass system will be implemented (using regular budget funds) to improve the ability of all staff members to monitor student movement on campus throughout the school day. Data will be collected to show patterns of student exit from instruction, including destinations and time out of class.	David Dominguez Richard Guy Adam Doyle	Fewer numbers of students becoming truant by way of gaining a hall pass from teacher, and using the hall pass to go to unauthorized destinations, or failing to return to class.				



3) Staff, student, and parent survey feedback has indicated decreased confidence in the work of the Discipline AP office at EHS. The response to this concern is a new lineup of administrators and secretaries staffing the Discipline AP office, as well as monthly discipline update meetings between the Discipline AP's and the principal, to ensure effective responses to disciplinary issues, as well as foresight and anticipation of disruptive issues on campus.	David Dominguez Logan Chaney Richard Guy Elise Jacko	Goal is for survey results from staff, students, and parents will convey improved confidence in the work of the Discipline AP office at EHS.				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1, 2						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>	
<b>Problem Statement 1:</b>	Students and parents may not perceive that staff is prepared to meet their needs due to demographic differences.
<b>Problem Statement 2:</b>	Staff members may assume a level of understanding between them and students/parents, when that level of understanding may not exist.
<b>Staff Quality, Recruitment, and Retention</b>	
<b>Problem Statement 1:</b>	Staff Gallup Survey data shows a noticeable percentage of staff members do not feel that campus leadership is available when they have a concern, or do not feel sufficiently supported in fulfilling their responsibilities.
<b>School Context and Organization</b>	
<b>Problem Statement 1:</b>	According to the recent KISD Gallup School Quality Survey, only 42% of staff members stated they feel student conduct issues are handled fairly, compared to 52% of parents, and 54% of students.
<b>Problem Statement 2:</b>	According to the recent KISD Gallup School Quality Survey, only 63% of staff, 65% of parents, and 53% of students stated that they believe the EHS campus is safe.

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

**Performance Objective 2:** Ellison High School will promote a culture of respect and emotional safety for all members of the Eagle Family.

S: Bullying incidents will be reduced, and positive perception of EHS as a safe place will increase.

M: Survey results from students, staff, and parents will indicate increased feelings of safety concerning the EHS campus.

A: EHS staff will be encouraged to remind students to report any concerns, in order to increase feeling of safety and belief that EHS staff is responsive to concerns.

R: Student academic performance will improve when more students feel that EHS is a safe place.

T: Timeline for this goal is end of 17-18 school year.

**Evaluation Data Source(s) 2:** Numbers of Bullying incidents reported at EHS, & feedback from students, staff, and parents re: quality of student experience at EHS.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) EHS Administration will make use of the Bully Reporter system to track occasions of reporting of bullying incidents on campus, and to ensure prompt and effective response.	David Dominguez Discipline AP's	Numbers of Bullying incidents reported at EHS.				

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

**Performance Objective 3:** Ellison High School will invest in improvements to the campus environment to promote a student-friendly climate that encourages pride in the campus grounds and positive interaction.

S: Survey results will indicate increase in percentage of stakeholders who perceive EHS campus as clean and attractive.

M: Staff, student, and parent responses will be closely aligned, within 10% of each other, on the question of campus appearance.



A: Campus custodial staff will meet monthly with principal to ensure common understanding of expectations and concerns.







R: Student academic performance will be positively impacted by improved perception of a clean, attractive campus.

T:

**Evaluation Data Source(s) 3:** Improvement in appearance and functionality of outdoor areas on campus, reduction in trash visible on the grounds.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Third daytime custodian added with support of district facilities leadership to provide additional support in keeping restrooms clean during school day.	David Dominguez AP over Facilities Carmina Jimeno	Improved survey results indicating parent perception that appearance of school and grounds is positive.  Feedback from EHS staff about quality of appearance of campus and grounds, as well as the level of service received from custodial staff.				
2) Principal and AP in charge of facilities will conduct monthly review of all facilities needs with both daytime and night custodial personnel.	David Dominguez AP over Facilities	Improved survey results indicating parent perception that appearance of school and grounds is positive.  Feedback from EHS staff about quality of appearance of campus and grounds, as well as the level of service received from custodial staff.				

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

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

**Performance Objective 4:** Ellison High School acknowledges that many students assigned to the DAEP experience academic derailment while away from their home campus. EHS will work through the Campus Conduct Committee to devise strategies to keep more students on campus and reduce assignments to DAEP while still addressing misconduct appropriately.

S: EHS will improve responsiveness to disciplinary concerns, while reducing numbers of students lost to DAEP, and reducing the negative academic impact to students assigned to DAEP.

M: EHS will see 25% improvement in positive responses to survey questions about disciplinary responsiveness, and have no DAEP students lose academic credit as a result of being off campus at DAEP.

A: 100% improvement in failure rate of DAEP students may be difficult to attain, but weekly visits by At-Risk Counselor to DAEP is likely to improve ability of DAEP students to maintain academic standing while at DAEP.

R: This vital support to At-Risk students will have a direct impact on positive fulfillment of mission of EHS.

T: Timeline for this goal is end of 17-18 school year.

**Evaluation Data Source(s) 4:** Reduction in numbers of students sent to DAEP in the 17-18 school year, compared to the 16-17 school year.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) AP in charge of Campus Conduct Committee will lead brainstorming sessions to gather ideas to intervene with student misconduct with the goal of reducing numbers of students assigned to DAEP.	David Dominguez Discipline AP's.	Reduced numbers of students assigned to DAEP.  Feedback from teachers on student conduct in class and on campus.				
2) New At-Risk Counselor will engage directly with students on Campus Probation, students scheduled for Campus Level Hearings, and students assigned to DAEP, to maintain a connection to EHS and a belief in these students' ability to succeed at EHS.	David Dominguez Yasamyne Korban	Survey results will indicate increased parent/student confidence that disciplinary issues are handled fairly, and that students with disciplinary issues have the potential to succeed at EHS.				
Problem Statements: School Context and Organization 1, 2						
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Performance Objective 4 Problem Statements:**

School Context and Organization
<b>Problem Statement 1:</b> According to the recent KISD Gallup School Quality Survey, only 42% of staff members stated they feel student conduct issues are handled fairly, compared to 52% of parents, and 54% of students.

**Problem Statement 2:** According to the recent KISD Gallup School Quality Survey, only 63% of staff, 65% of parents, and 53% of students stated that they believe the EHS campus is safe.

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

**Performance Objective 1:** Ellison High School will continue to improve the appearance and function of its physical plant through improved maintenance procedures, and creative solutions to limitations that exist with the physical plant.

S: Facilities limitations will have a lessening impact on success of mission at EHS.

M: EHS staff will experience improved responsiveness to facilities concerns at EHS.

A: Positive relationship with district Facilities and Maintenance staff will result in improvements to process of meeting needs in the area of campus physical plant.

R: Student academic success will be positively impacted by improved campus functioning, and by improved staff perception of responsiveness to campus facilities needs.

T: Timeline for improvement is end of 17-18 school year. (Survey results from staff.)

**Evaluation Data Source(s) 1:** Feedback from students, staff, parents, & community re: appearance & functioning of physical plant.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Work orders will be submitted to install a door leading from Office G into the library, to allow testing materials to be taken directly from the staging area into the library, where the testing materials are distributed.	David Dominguez Alice Brown AP over Facilities	Successful completion of project.				
2) Ellison High School will improve its ability to respond to staff reports of facilities needs, by making use of a special email account: ehsworkorders@killeenisd.org This email account is monitored by two secretaries, one AP, and the principal, and allows anyone at EHS to report a facilities issue so a work order can be filed in a timely fashion.	David Dominguez AP over Facilities Alice Brown	Successful completion of work orders. Speed of processing work orders. Feedback from staff on processing of work orders.				
3) EHS will keep administration posted on state of facilities by implementing a monthly walk-around meeting between custodial crew and administration.	David Dominguez Richard Guy Lead Custodians	Better campus appearance and cleanliness.				
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue						

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

**Performance Objective 2:** Ellison High School will continue to provide students with well-planned and smoothly coordinated standardized testing experiences to minimize testing stress and maximize student success.

S: Goal is to have zero testing irregularities, and no negative impact on student performance based on needless stress caused by testing organization/logistics.

M: Number of testing irregularities will be kept to a minimum.








A: While there is no way to predict everything that might happen during a testing event that could lead to an irregularity, every precaution will be taken to ensure a smooth process.

R: Student academic performance will be positively impacted by reduction in needless teacher stress related to logistics of testing events.

T: Timeline for this goal is end of summer of 2018.

**Evaluation Data Source(s) 2:** Number of testing incidents requiring documentation.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Assistant Principal Beth Fuller will serve as Testing Coordinator, and will coordinate with KISD District Testing staff to ensure accuracy of campus testing procedures.	David Dominguez Beth Fuller	Number of testing irregularities/incidents requiring documentation.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 3:** Ellison High School will improve its monitoring of budget and activity account funds throughout the school year, to ensure instructional priorities and budget priorities are aligned.

S: Goal is spend campus funds in accordance with academic needs and goals, and to receive a positive report from district leadership on annual audit of activity accounts.

M: Goal is to have zero errors founds in activity fund audit.








A: With monthly budget reviews with principal, principal's secretary, and budget secretary, it is possible to eliminate errors from audit, and to ensure appropriate spending of campus budget, based on instructional needs.

R: Student academic performance is positively impacted by thoughtful expenditures of campus funds, directed to improvement of student resources for learning.

T: Timeline for this goal is end of summer 2018.

**Evaluation Data Source(s) 3:** Analysis of expenditures throughout the 17-18 school year, to ensure alignment of instructional and budget priorities.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ellison High School will improve its monitoring of budget and activity funds throughout the school year by scheduling a monthly budget review with the principal and the budget secretary. All funds will be reviewed, priorities discussed, and transfers made to ensure funds are not overlooked.	David Dominguez Carmina Jimeno Alice Brown	Successful expenditure of budget and activity funds. Successful audit in spring 2017.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Ellison High School will invest in student preparation for EOC retakes by planning a series of EOC remediation events, designed to provide tutoring for and address the needs of At-Risk students who are scheduled to retake EOC tests throughout the year. This remediation will require some instructional supplies, including calculators for at-risk student use. Supplies will also be used for the spring IGC Committee projects. System Safeguards: ELA: AA, Pacific Islander, SPED, ELL, Econ. Dis.
1	4	1	System Safeguards indicate that ELL students are in need of help with reading skills. ELL teachers will provide ELL students with project-based learning opportunities which will allow students to apply English vocabulary. Students will be given time to read self-selected materials in class and at home to improve fluency as well as to increase their English vocabulary. Also needed is a document scanner to scan student writing samples for teacher review and feedback.
1	4	2	Ellison High School will send ELL teacher to AVID National Conference in December to determine ways to incorporate AVID strategies into the ELL experience for students at EHS.
1	4	3	ELL students take part in regular campus tutoring provided for all students. However, in addition to that ongoing effort, EHS will provide after-hours tutorials for ELL students in order to increase STAAR performance, addressing System Safeguard in ELA. Tutorials will be led by EHS ELA teachers, ensuring ELL students receive same STAAR focus as their non-ELL counterparts in regular ELA classes.
1	5	1	Resource students in the ELA, Math, Science, and Social Studies areas, as well as self-contained SPED students, will utilize the Success Maker program to improve their academic performance.
1	5	3	Ellison High School will invest in grade-Level-Appropriate reading materials for Resource ELA classes, as well as for students in Inclusion ELA classes who read below grade level. These reading materials will be used by teachers to improve student fluency and confidence in reading, as well as to increase student interest in reading for pleasure.
1	5	4	Ellison High School will invest in grade-level-appropriate reading materials and software for the Reading Classroom and the Dyslexia Lab, with the goals of improving at-risk student Lexile scores over the course of the school year.

# State Compensatory

## Personnel for C.E. Ellison High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Korban, Yasamyne	Counselor At-Risk PCN 21462	Student relations	1.0
Niemiec, Henry	Aide PCN 14180	Eagles Nest	1

# Campus Funding Summary

<b>128 - High School Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Funding for Contracting w/Dr. Griffin	128.13.6299.00.002.31.000	\$10,000.00
1	1	5	Funding for Science Lab Equipment & Supplies	128.11.6399.00.002.31.000	\$5,000.00
1	1	9	Funds for Nspires for Science	128.11.6399.00.002.31.000	\$10,000.00
1	3	2	Funding for Dr. Cupp	128.11.6299.00.002.31.000	\$28,670.22
1	3	3	Buses for 8th Grade Students' Transportation to EHS for 8th Grade Visit	128.11.6494.00.002.31.000	\$1,751.40
2	3	1	Funding for Various Teacher Professional Development	128.13.6411.00.002.31.000	\$10,500.00
2	3	2	Funding for Professional Development Books and Periodicals	128.13.6329.00.002.31.000	\$5,000.00
<b>Sub-Total</b>					\$70,921.62
<b>Budgeted Fund Source Amount</b>					\$70,921.62
<b>+/- Difference</b>					<b>\$0</b>
<b>166 - State Comp Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Funding for Dr. Cupp	166.11.6299.00.002.24.AR0	\$4,217.00
1	5	5	Funding for Salary of At-Risk Counselor	166.31.6119.00.002.24.AR0	\$60,890.41
1	5	6	Salary for Aide for "The Eagles' Nest"	166.11.6129.00.002.24.AR0	\$22,933.59
<b>Sub-Total</b>					\$88,041.00
<b>Budgeted Fund Source Amount</b>					\$88,041.00
<b>+/- Difference</b>					<b>\$0</b>
<b>165/ES0 - ELL</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Funding for ELL Reading Materials	165.11.6329.00.002.25.ES0	\$3,592.00
1	4	1	Instructional supplies for ELL students	165.11.6399.00.002.25.ES0	\$4,960.00
1	4	1	Rosetta Stone for ELL students	165.11.6396.00.002.25.ES0	\$2,223.00

1	4	1	Funding for Scanner for ELL Writing Samples	165.11.6398.00.002.25.ES0	\$150.00
<b>Sub-Total</b>					\$10,925.00
<b>Budgeted Fund Source Amount</b>					\$10,925.00
<b>+/- Difference</b>					\$0
<b>177 - Gifted/Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Funding for Reading Materials for GT students	177.11.6329.00.002.21.000	\$850.00
2	3	4	Funding for AP to attend GT Conference	177.23.6411.00.002.21.000	\$2,126.00
2	3	5	Funding for GT PD Opportunity	177.23.6411.00.002.21.000	\$1,500.00
2	3	5	Funding for GT PD Opportunity	177.13.6411.00.002.21.000	\$12,264.00
<b>Sub-Total</b>					\$16,740.00
<b>Budgeted Fund Source Amount</b>					\$16,740.00
<b>+/- Difference</b>					\$0
<b>263 - ESEA, Title III Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	3	After-School STAAR ELA Tutorials for ELL students	263.11.6118.LE.002.25.000	\$5,795.00
<b>Sub-Total</b>					\$5,795.00
<b>Budgeted Fund Source Amount</b>					\$5,795.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$192,422.62