

Killeen Independent School District
Killeen High School
2018-2019 Campus Improvement Plan



Mission Statement

For more than a century Killeen High School has committed itself to academic excellence. We pledge ourselves to the continuation of the tradition of excellence in which all students, with the support of family, school, and community, prepare for successful and productive lives.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Vision

Killeen High School will become a high performing, student centered school, highly regarded for academic excellence, where all students make yearly progress, feel empowered, and are inspired to reach their full academic, emotional, and physical potential.

Value Statement

Killeen High School Values

Integrity

Success

Collaboration

Relationships

School Pride

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Killeen High School is a public high school in the Killeen Independent School District. The campus is located at 500 N 38th Street in Killeen, Texas. Killeen High School opened in 1882, and it is the oldest of Killeen's high schools. The current campus was opened in 1964. All schools in the Killeen Independent School District (KISD) are accredited by the Texas Education Agency. Additionally, Killeen High School is a member of College Board and the Texas Association for College Admission Counseling.

In 2000, Killeen High School became the district's first site for the Advancement Via Individual Determination (AVID) program. In 2001, Killeen High School became the district's only International Baccalaureate (IB) high school.

Killeen High School serves a diverse population. Our feeder pattern indicates that our incoming freshmen students are coming from Smith Middle School and Audie Murphy Middle School on Fort Hood, Texas and from Eastern Hills Middle School in Harker Heights, Texas. We also receive students from Rancier Middle School, Manor Middle School, and Nolan Middle School in Killeen, Texas.

At the conclusion of the 2017-2018 school year, 2201 students were enrolled at Killeen High School in grades 9–12. Around 36% of our students have a parent or guardian who is either active duty military or a civilian working on Fort Hood.

Our student population consists of the following groups:

Enrollment by Grade Level:

9th--698

10th--529

11th--482

12th--492

Ethnicity:

Hispanic— 32.67%

Indian— .59%

Asian—1.86%

African American—35.89%

Pacific Islander—3.32%

Caucasian—19.31%

Two or More Races—6.36%

Gender:

Male—50.39%

Female—49.61%

Special Programs:

Special Education—14.63%

Section 504—8.63%

At-Risk—66.70%

Dyslexia—6.13%

Homeless—2.09%

Language English Proficiency (LEP)—9.54%

Economically Disadvantaged–60.70%

Gifted and Talented–3.36%

Career and Technical Education–64.11%

Demographics Strengths

- Killeen High School has a diverse student population
- There is a high percentage of students participating in Career and Technical Education programs
- Students have the opportunity to be involved in a variety of programs including AVID and the International Baccalaureate Programme

Problem Statements Identifying Demographics Needs

Problem Statement 1: 66.7% of our students are at-risk **Root Cause:** Instructional leaders and teachers do not have a process for tracking the effectiveness of interventions for struggling students.

Student Academic Achievement

Student Academic Achievement Summary

Killeen High School was rated "Met Standard" for the 2018 Texas Education Agency Accountability Rating.

Killeen High School Met Standards on:

- Student Achievement
- Relative Progress
- Closing the Gaps

STAAR Assessments:

STAAR End-of-Course Exams are administered in English I, English II, Algebra I, Biology, and U.S. History. Passing these exams is a graduation requirement of all students. The 2017-2018 performance on the End-of-Course exams is listed in the table below.

End-of-Course Exams	Percentage of Students Passing								
	State of Texas Overall	Killeen ISD Overall	Killeen HS Overall	State of Texas First-Time Test Takers	Killeen ISD First-Time Test Takers	Killeen HS First-Time Test Takers	State of Texas Overall Advanced Achievement	Killeen ISD Overall Advanced Achievement	Killeen HS Overall Advanced Achievement
English I	60%	56%	46%	71%	66%	54%	7%	4%	3%
English II	66%	63%	55%	75%	72%	64%	8%	5%	2%
Algebra I	83%	74%	61%	88%	80%	68%	33%	25%	7%
Biology	87%	82%	78%	90%	86%	83%	24%	19%	12%
US History	92%	93%	89%	93%	93%	90%	42%	40%	37%

Our EOC performance by sub-population indicates a need for growth. The table below indicates our current scores for our Special Education students and

English Language Learners.

End of Course Exams	Percentage of Students Passing				
	State of Texas Special Education Overall	Killeen ISD Special Education Overall	Killeen HS Special Education Overall	State of Texas Special Education First-Time Test-Takers	Killeen High School Special Education First-Time Test-Takers
English I	17%	15%	12%	21%	11%
English II	17%	19%	18%	20%	23%
Algebra I	45%	33%	31%	52%	40%
Biology	53%	48%	52%	58%	59%
US History	62%	69%	52%	63%	54%

End of Course Exams	Percentage of Students Passing				
	State of Texas English Language Learners Overall	Killeen ISD English Language Learners Overall	Killeen High School English Language Learners Overall	State of Texas English Language Learners First-Time Test-Takers	Killeen High School English Language Learners First-Time Test-Takers
English I	23%	28%	34%	29%	39%
English II	21%	27%	27%	27%	38%
Algebra I	67%	59%	57%	75%	63%
Biology	62%	64%	69%	69%	76%
US History	70%	79%	82%	74%	84%

College, Career, and Military Readiness:

According to the 16-17 Texas Academic Performance Report:

College and Career Ready Graduates			
	State	District	Campus
2015-2016	75.9%	61.2%	65.4%
2014-2015	74.5%	57.7%	62.9%
College-Ready Graduate: Subject Specific			
2015-2016 ELAR	50.6	58.1	56.2
2015-16 Mathematics	44.6	41	36.7
2015-2016 Both Subjects	38.7	37.9	33.6
2015-2016 Either Subject	56.4	61	59.2

Part of the standard measures the percent of students who are successful on the Texas Success Initiative exam. It also measures how many students successfully complete college-level and/or career-readiness coursework.

	Texas Success Initiative		AP/IB Examination	Dual Course Credits (12+ hrs)	CTE Coherent Sequence Coursework
	ELAR	Math			
Killeen High School	32.3%	19.5%	46.2%	8%	31.1%
KISD	36.8%	24.3%	38.1%	11%	31.1%

Graduation Rate:

Killeen High School has maintained a graduation rate above the district average.

	Four-Year Graduation Rate	Five-Year Graduation Rate	Six-Year Graduation Rate	Annual Dropout Rate

Killeen High School	96.8	99.6	98.8	.1%
KISD	88.3	93.5	92.5	1.4%

AP/IB Results:

Killeen High School students have access to a variety of Advanced Placement (AP) and International Baccalaureate (IB) courses. Students are all given the opportunity to take the corresponding test at the end of the school year.

2016 AP/IB Results (>=Criterion)	State	District	Killeen High School
All Subjects	49.5%	34.8%	35.2%
ELAR	43.3%	28.7%	31.5%
Mathematics	54%	34%	36.5%
Science	35.1%	26.7%	20.3%
Social Studies	41.6%	20%	18.7%

Student Academic Achievement Strengths

- The campus received a rating of "Met Standard"
- The campus exceeded the state target on each of the four performance indexes
- Our LEP students' scores exceed the state and district averages in all areas except Algebra I.
- Our AP/IB results exceed the district average in ELAR and Mathematics.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students have a 46% pass rate on the English I EOC and have not increased in the past two years. This pass rate is below the state average. **Root Cause:** English teachers need to utilize data from common assessments to improve instruction and provide interventions.

Problem Statement 2: Students have a 55% pass rate on the English II EOC This pass rate is below the state average. **Root Cause:** English teachers need to utilize data from common assessments to improve instruction and provide interventions.

Problem Statement 3: Students have a 78% pass rate on the Biology EOC. This pass rate is below the state average. **Root Cause:** The campus does not

provide teachers with resources needed to implement necessary interventions.

Problem Statement 4: English Language Learners have below 50% pass rate on the English I and English II EOCs. **Root Cause:** Teachers need training and sustained support in utilizing strategies designed to help ELL students.

Problem Statement 5: SPED students have below below 50% pass rate on the English I, English II, and Algebra I. **Root Cause:** Teachers lack instructional strategies to help close the large gaps in student learning.

Problem Statement 6: 65.4 % of students were deemed college and career ready in the 2015-2016 school year, which is below the state average. **Root Cause:** The campus lacks a variety of differentiation strategies for improving achievement.

Problem Statement 7: Overall Advanced Achievement is lower than the state average in English I, English II, Algebra I, and Biology. **Root Cause:** The campus lacks a variety of differentiation strategies for improving achievement.

Problem Statement 8: The percentage of students passing the AP and/or IB exams is comparable to our district in most subject areas but is well below the state averages. **Root Cause:** There is a lack of data-based planning in AP and/or IB courses.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

It is our goal at Killeen High School that every student is challenged with rigorous learning opportunities. We believe in student-centered instruction and providing a strong network of support for students to be successful in learning.

Foundation-level courses are offered in English, Mathematics, Science, and Social Studies. Foreign language courses are available in Spanish, German, and French. Students have the opportunity to challenge a variety of advanced courses through Advanced Placement (AP), International Baccalaureate (IB), and dual-credit courses. We improve enrollment in these programs each year by making sure that students are aware of all of their options. Advanced Placement and dual-credit courses are offered via face-to-face instruction on campus. Students may also take dual-credit courses online through Central Texas College. We continuously strive to improve student scores on AP and IB exams. We encourage students to attend tutoring and provide resources outside of the classroom. Teachers of advanced courses receive training to ensure that they are current on standards and best practices.

Students are encouraged to explore personal and career interests through a variety of elective courses. Killeen High School offers several fine arts courses in band, choir, art, theatre, and dance. Students may explore career fields, such as medical sciences, construction, cosmetology, agriculture, computer science and technology, auto mechanics and welding through elective courses offered on campus and at the KISD Career Center.

During the 2017-2018 school year, all 9th, 10th and 11th grade students took the PSAT assessment. Results from the assessment were shared with students. One of the indicators from the PSAT Test, called AP Potential, is used to encourage students who demonstrated potential for success in an Advanced Placement course to enroll in that course in the upcoming school year.

All students had the opportunity to take the ASVAB aptitude test. The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. It is administered annually to more than one million military applicants, high school, and post-secondary students. The counseling team provided all students with their individual results.

During the 2017-2018 school year, the staff continued to work on our problem of practice. We focused on incorporating the gradual release of responsibility model in all classes. Teachers participated in Professional Learning Communities (PLC) by curriculum content areas. Teachers were also assigned to common conference periods to allow opportunities for professional collaboration throughout each instructional day. They collaborate on lesson planning and assessment creation. PLCs follow our campus momentum plan. We have 66.70% of our students identified as At-Risk, 9.54% identified LEP, 14.63% identified as SPED, and 3.36% identified as Gifted and Talented. Due to this diverse population, teachers need training in many areas in order to best meet the learning needs of our students.

Staff Quality, Recruitment, and Retention

Killeen High School professional staff all meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. Killeen High School employs a diverse staff with a wide range of experiences. The staff consists of 143 teachers, 1 RICA teacher, 3 ELL teachers, 2 librarians, 6 guidance counselors, 1 instructional specialist, 2 technologists, 1 IB Coordinator, 1 Special Education Coordinator, 1 Diagnostician, 1 Student Activities Director, 1 Curriculum Director, 5 Assistant Principals, and 1 Principal.

New staff are hired based on interviews with department instructional leaders and team members. Current staff are invited to be part of the interview committees. Newly hired staff are invited to visit the campus prior to the start of the school year and are guided by our campus instructional specialist. All new staff members participate in a monthly luncheon with the administrative team. This luncheon allows them to get answers to any questions they might have and to bond with other new teachers.

The Killeen High School instructional staff has a range of experience: we have brand new first year teachers and teachers with more than 25 years of experience. Our teachers have an average of 12.8 years experience.

All teachers are part of a subject-specific professional learning community (PLC). PLCs meet approximately twice a month and are led by the department instructional leader. We continue to work on improving our PLC meetings. PLCs are currently the only collaborative, professional development time that we have with our teachers and this time must be spent looking at student data to improve instruction. Teachers meet two times a month in PLCs and most of these times were spent learning instructional strategies instead of analyzing student data. Teachers are encouraged informally to give input and share feedback throughout the year. Teachers also have a common department planning period.

The curriculum department has worked to build staff morale in a variety of ways. We celebrate our staff members during each professional development day. We feel it is important to recognize our staff for their hard work and dedication to our students.

School Organization

The organization of Killeen High School is based on the needs of our students and staff. The master schedule is built based on student requests. Teacher placement is based on certification and areas of strength. Teacher preference is also taken into account when possible. Room assignments are made so that teachers of the same subject are located in close proximity to one another. This allows for easier collaboration and community building.

Each assistant principal works as an instructional leader for a specified group of teachers (generally by department). The four core areas (English Language Arts, Math, Science, and Social Studies) and Special Education also have a teacher leader who is responsible for supporting the department. PLC planning is done by the curriculum office and the principal with input from the department instructional leaders. The curriculum office is also responsible for all of the professional development planning throughout the year. The PLCs and professional development days this past year focused on improving upon our problem of practice and supporting our teachers in the gradual release of responsibility model.

We have a large number of students that transition into our school each year, either as incoming 9th graders or just as new students. At the beginning of each year, we offer a new student orientation called Roo Round-Up. This event is held in August and allows new students to get to know the culture and physical layout of our campus. This is also be a great time to connect with parents of the new students. For students who transfer in during the year, we have the Student 2 Student program. This program provides the new student with a student guide for their first few days. The student guides are trained and help the student to feel like they are part of the campus.

Our current enrollment is 2201 students. Class sizes vary from 5 students to 36 students in a class. We have 14.63% of our population served by Special Education. Many of these students require classrooms with two teachers (inclusion). This creates challenges when determining how to utilize teacher resources effectively.

We are an International Baccalaureate campus and an AVID School. These two programs help to define and guide our school. Our entire campus is familiar with both programs.

Technology

Killeen High School is a “Bring-Your-Own-Device” or BYOD school. We encourage students to bring and use their own technological devices at school. While students are comfortable with social media and related apps, they are not as adept with using technology for school related applications. Allowing the use of personal devices for academic purposes is one way we try to bridge this gap.

Teachers have discretion on students’ use of personal technology during instructional time. Students are free to use their own devices between classes, during lunch, and before and after school.

There are two computer labs stationed in a classroom and three computer lab areas in the library. Teachers and students also have access to several mobile labs and iPad stations to use during instruction. We try to keep these labs and iPads up-to-date with current software. Every classroom has a projector installed, and every teacher has access to a document camera.

The campus technologists facilitate professional development to introduce teachers to innovative technology which may be used in the classroom. More professional development would help to increase the use of instructional technology.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Strengths

- We focus on student-centered instruction.
- We have open access to Pre-AP and AP courses and encourage students to challenge advanced-level courses.
- Our staff participates in PLCs throughout the school year
- Teachers collaborate through common conference periods by content areas
- Support systems, such as a daily tutoring room and Saturday tutorial sessions, are in place to promote student success.
- Academically strong systems of instruction are offered through IB, AVID, AP, and dual-credit.

Staff Quality, Recruitment, and Retention Strengths

- Staff quality is continuously being improved through professional development. Our campus offers a variety of professional development sessions to help our teachers improve instruction. We have offered sessions on differentiation, using AVID strategies, teaching Gifted and Talented students, and how to integrate technology into practice. We also have brought in nationally recognized presenters. Staff members take advantage of professional development offered through the district as well as outside of the district. Over 40% of our staff has been trained in the use of AVID strategies. A substantial number of teachers have been trained in the International Baccalaureate program as well.
- Staff retention practices are focused around ensuring the staff feels valued. This happens by listening to their needs and finding ways to meet them.
- This year, we have provided substitutes so that teachers can participate in subject-specific planning days each semester.
- Teachers are encouraged to think outside of the box when lesson planning and are challenged to teach an "outrageous" lesson each quarter.
- Teachers also serve on a variety of campus committees to include Site Based Decision Making committee, AVID Site Team, MYP planning committee, as well as district committees.

School Organization Strengths

- We have strong, collaborative instructional teams. Teachers have high expectations for themselves and each other and feel comfortable working together. The administration supports collaboration through dedicated spaces and time.
- Professional development is based on the needs and wants of the students and staff. The curriculum office works to ensure that professional development is organized, relevant, and engaging.

Technology Strengths

- We work to maintain a functional BYOD environment.
- We provide a large number of technology devices (iPads and laptops) to teachers for student use.
- Our Campus Techs offer a variety of technology tools and training for students and teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers lack time to study student data in a meaningful context. **Root Cause:** Instructional leaders have not provided a system for teachers to study student data and determine best practices for instruction.

Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. **Root Cause:** Teachers lack knowledge of a variety of instructional strategies to serve a diverse student population.

Problem Statement 3: Limited PLC time contributes to a lack of student data analysis by teachers. **Root Cause:** Instructional leaders have not provided an efficient system for teachers to use common assessments and data disaggregation.

Problem Statement 4: Students understanding of and use of technology is limited. **Root Cause:** Teachers need training on how to incorporate technology into the classroom.

Perceptions

Perceptions Summary

Family and Community Involvement

We strongly encourage parent and community involvement throughout the school year. Our campus has two Communities In Schools, Inc. representatives on campus daily. Communities in Schools, Inc. is an integral part of the support system we provide for our students. Our partnership brings resources from the community and the school to help meet the needs of students and families throughout each school year.

We have several parent volunteers who assist on campus and during field-based instruction. Parents are invited to attend school with their child/children during our annual “Walk-a-Mile” day. This event allows parents to share a typical day of high school with their student(s).

We are proud to have the 15th Brigade Support Battalion as our military Adopt-a-School unit. Students, through our Student Council, National Honor Society, and AVID and IB programs, participate in a variety of service activities.

Killeen High School hosts an annual Open House night during the second week of the school year. During Open House, all teachers are on campus to meet with students and their families to share information about their course(s) and classroom.

Information about school events and announcements are made available to parents and the community via the school’s web-page and through the Connect Ed call system. We need to improve communication with parents and seek new methods to share announcements, events, and scholarships to parents.

There is currently no system to collect data on family involvement outside of big events (like "Walk-a-Mile"). Families are also not given an opportunity to provide input via survey or any other manner.

School Culture and Climate

Killeen High School has a tradition of pride and excellence. Our staff is dedicated to improvement and innovation. In 2017-2018, our staff continued to work on the district problem of practice. We have focused on increasing rigor throughout the school. We encourage parental input and involvement through multiple avenues.

We have continued the tradition of a staff Thanksgiving pot luck, Christmas breakfast, Teacher Appreciation luncheon, and End-of-the-Year fish fry. These events are times where the staff can come together and enjoy getting to know one another. Each department also has different ways of building community including pot lucks, Painting With a Twist, karaoke, and other outside activities.

We implemented a new tardy management system this past year. The system helps the assistant principals track the number of tardies each student has. We had 782 minor discipline violations during the 17-18 school year. Students miss instructional time due to placement in ISS and/or OSS.

The topic of bullying was addressed with the staff through professional development and with students through an assembly. We utilize the online Bully Reporter system as well. We strive to maintain discipline in a fair and positive manner.

Fire drills are practiced monthly. We have also practiced shelter-in-place, evacuation, reverse-evacuation, and tornado drills this year.

We continued to implement Honor Roll celebrations this year. Honor Roll was based on grades from each 9 weeks report card. Students received a certificate and were invited to an assembly where they received a snack and gift. They were also entertained at the assemblies by staff member performances.

Our students are provided a large and varied number of opportunities to participate in extracurricular activities to include a plethora of clubs and organizations. Our Robotics team competed beyond the district level. The Killeen High School JROTC Rifle team competed in the All-Army JROTC National Rifle Competition. Kangarettes placed at multiple Dance Classic competitions, held their annual Spring Show, and had solo winners. Art students competed at VASE and had Division Winners. They also participated in multiple art shows. We have multiple bands and choirs that compete in UIL.

Theater participated in UIL One Act Play. The choir also put on the Feast of Carols and Club Allegro. We have students participating in a multitude of athletic teams to include football, volleyball, baseball, basketball, softball, golf, soccer, tennis, track and field, and swimming.

Perceptions Strengths

Family and Community Involvement Strengths

- We have a strong sense of pride and tradition as the oldest high school in Killeen.
- The staff has built long-standing relationships with the community.
- We have multiple generations of families that have attended the school.

School Culture and Climate Strengths

- The strength of our culture and climate lies with our staff and students.
- Our staff is committed to campus-wide improvement through addressing the problem of practice.
- A majority of students are involved in some type of school activity. Students also know that they are able to start a club or organization if they so choose.
- Our clubs and organizations encourage the students to volunteer at a high level.
- We hosted a Walk-a-Mile day for parents each year and had over 400 in attendance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 782 minor discipline referrals (tardies, dress code violations, ID violations) documented. Students miss instructional time due to these violations. **Root Cause:** Enforcement of discipline standards is inconsistent across the campus. There is no positive behavior support system in place.

Problem Statement 2: Parental involvement data is not collected throughout the year. **Root Cause:** The campus lacks a system for documenting the data.

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
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments 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 for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices


Goals

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

Performance Objective 1: Increase the number of students challenging and succeeding in Advanced Placement, Dual Credit, and IB courses by 10%.

Evaluation Data Source(s) 1: Enrollment numbers, course grades, and assessment score reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will be encouraged to attend tutorials provided by AP teachers throughout the school year.	KHS Curriculum Director; KHS AP Coordinator; KHS AP Teachers	Sign-in sheets will be used to track tutorial participation, and AP exam scores from May 2019 will be summative evaluation demonstrating progress.				
Problem Statements: Student Academic Achievement 6, 8 Funding Sources: 128 - High School Allotment - 3000.00						
2) Students will be encouraged to attend an AP "Cram & Jam" evening tutorial in the Spring semester prior to exam administration in order to improve their chance of earning a passing score on their AP exams.	KHS Curriculum Director; KHS AP Coordinator; KHS AP Teachers.	Sign-in sheets will be used to track tutorial participation, and AP exam scores from May 2017 will be summative evaluation demonstrating progress.				
Problem Statements: Student Academic Achievement 6, 8 Funding Sources: 128 - High School Allotment - 7500.00						
3) Pre-AP teachers and AP teachers will participate in training and vertical alignment planning in order to plan instruction which prepares students to be successful in AP coursework.	KHS Curriculum Director; KHS AP Coordinator; KHS Pre-AP Teachers; KHS AP Teachers	Increased enrollment in AP courses; Increase in the percentage of AP students scoring a 3 or higher on their AP exams.				
Problem Statements: Student Academic Achievement 6, 8 Funding Sources: 128 - High School Allotment - 4000.00, 177 - Gifted/Talented - 2300.00						
4) Encourage students to enroll in Advanced courses. AP/Dual Credit/IB teachers will present course opportunities during a lunch fair. Counselors will also use AP Potential results from PSAT to encourage student enrollment.	KHS AP Coordinator; KHS Counselors; KHS AP Teachers; IB Coordinator	Increased enrollment in Advanced courses.				

5) Students and parents will receive information on all of the college credit earning options available to students including AP, IB, TBI, and DC prior to pre-registration. We will provide flyers with descriptions of all courses offered. We will also host a sophomore orientation event in January to present information about college-credit earning opportunities.	KHS Curriculum Director, KHS AP Coordinator, IB Coordinator; KHS Counselors; AP/IB/DC Teachers; GEAR UP Facilitator	Increased enrollment of students in college credit earning courses				
6) AP, IB, and DC teachers will recruit students from current Pre-AP enrollment. Teachers will communicate with counselors regarding recruitment efforts.	KHS Administration	Increased enrollment of students in AP, IB, and DC				
7) Student success on AP and IB exams will be celebrated during Honor Roll Ceremony.	KHS Administration	Celebration agenda; increased scores on exams				
8) Students will be provided access to online learning formats that help to prepare them for post-secondary education.	KHS Administration	Increased successful use of online tools.				
Problem Statements: Student Academic Achievement 6						
Funding Sources: 128 - High School Allotment - 4500.00						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 6: 65.4 % of students were deemed college and career ready in the 2015-2016 school year, which is below the state average. Root Cause 6: The campus lacks a variety of differentiation strategies for improving achievement.
Problem Statement 8: The percentage of students passing the AP and/or IB exams is comparable to our district in most subject areas but is well below the state averages. Root Cause 8: There is a lack of data-based planning in AP and/or IB courses.

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

Performance Objective 2: Increase college awareness and the number of students accepted to a four-year university after graduation by 10%.

Evaluation Data Source(s) 2: Percentage of 2018 graduates requesting a final transcript for attendance at a four-year university

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will be encouraged to attend the Fall College Fair at the Bell County Expo Center. School will provide bus transportation and supervision of students attending the fair.	KHS Counselors; KHS Registrar; KHS Administrators	Number of students registered for and attending the College Fair				
Problem Statements: Student Academic Achievement 6 Funding Sources: 128 - High School Allotment - 500.00						
2) 80% of the senior class will submit an application to at least one four-year university during the first semester of the school year.	KHS Counselors; KHS Registrar; KHS Administrators	Number of applications submitted to four-year universities				
3) 100% of the AVID senior class will submit applications to a minimum of three four-year universities during the first semester of the school year.	KHS AVID Coordinator; KHS Counselors; KHS Registrar	Number of applications submitted to four-year universities				
4) The AVID Teachers will host College Week during lunchtime for all students. Representatives from four-year universities will be present to meet with students regarding admissions to their school.	KHS Curriculum Director; KHS AVID Coordinator; KHS Counselors	Number of four-year universities in attendance during College Week.				
5) Students will be made aware of college admission deadlines through daily announcements, the guidance center website, interaction with the counseling staff, and via Remind text messages.	KHS Counselors; KHS Student Activities	Increased student awareness of college admission deadlines will be observed by staff at KHS.				
6) Senior students will have the opportunity to visit colleges in Texas to learn about the benefits and admission requirements of college.	KHS Staff; AVID Coordinator	Student participation rosters for each college trip.				
Problem Statements: Student Academic Achievement 6 Funding Sources: 128 - High School Allotment - 2000.00						

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 6: 65.4 % of students were deemed college and career ready in the 2015-2016 school year, which is below the state average. **Root Cause 6:** The campus lacks a variety of differentiation strategies for improving achievement.


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


Performance Objective 3: Increase the number of students taking a college entrance exam (SAT, ACT, TSI, etc.) by 15% in 2018-2019 school year


Evaluation Data Source(s) 3: SAT, ACT, TSI, and PSAT registration numbers and the PSAT/ SAT/ACT score reports


Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 50% of the Junior class will register for an SAT or ACT exam prior to the conclusion of the school year.	KHS Counselors; KHS Registrar	Number of KHS 11th grade students registered to take ACT and SAT exams throughout the school year				
2) 100% of the AVID Junior class will register for an SAT or ACT exam prior to the conclusion of the school year.	KHS AVID Coordinator; KHS Counselors; KHS Registrar	Number of KHS 11th grade AVID students registered to take ACT and SAT exams throughout the school year				
3) Students will participate in SAT and/or ACT sessions either in person or through Schoology in preparation for the SAT and/or ACT exams.	KHS Curriculum Director; KHS Campus Instructional Specialist	Number of students enrolled in ACT and/or SAT prep; Increase in overall SAT and ACT scores.				
4) All 10th and 11th grade students will take the PSAT. All 9th grade students will take the PSAT 10.	KHS Curriculum Director; KHS Registrar	Increase in overall PSAT scores from 2018 to 2019; Increase in the number of National Merit Scholar finalists.				
5) The campus will offer the TSI multiple times during the year.	KHS Curriculum Director; KHS Counselors	Increase in number of students showing college readiness				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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


Performance Objective 4: Increase the awareness of scholarship opportunities and increase the number of students receiving academic scholarships to college.


Evaluation Data Source(s) 4: Number of students receiving scholarships will be at least 50% of the 2019 graduating class.


Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100% of the AVID senior class will apply for at least five academic scholarships per student.	KHS AVID Coordinator; KHS Counselors; KHS Registrar	Number of AVID seniors receiving academic scholarships upon graduation will increase.				
2) The counselors will maintain a central location to store scholarship applications that is open to all students before school, during lunch, and after school on every school day.	KHS Counselors	Scholarship applications will be accessible to students before school, during lunch, and after school.				
3) Students will be made aware of college scholarship opportunities and deadlines through daily announcements, the guidance center website, interaction with the counseling staff, and via Remind text messages.	KHS Counselors; KHS Student Activities	Information about current scholarship opportunities will be accessible online every day.; Increase in the number of students applying for and winning scholarships				
4) The counseling office will provide senior teachers with scholarship information to share with students each month.	KHS Curriculum Director; KHS counselors	Increase in students receiving scholarships				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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

Performance Objective 5: Increase the success of students served by special programs (including Special Education and English as a Second Language), At-risk students, and students who are economically disadvantaged.

Evaluation Data Source(s) 5: Increase in number of students meeting satisfactory performance on their End-of-Course exams on the first attempt; Increase in the number of students earning credit for their coursework on their first attempt at challenging a course.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Supplemental tutoring offered daily in the campus Homework Room for at-risk and ESL students seeking assistance. The Homework Room will be stocked with school supplies, project supplies, and computers for student use throughout the school year. Teachers will be paid to come in early and stay late each day to tutor at-risk and ELL students in the Homework Room.	KHS Curriculum Director; KHS Teachers	Sign-in Sheets will track the students attending tutoring in the Homework Room daily; Students attending tutoring will demonstrate progress through their grades on progress reports and report cards throughout the school year.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: 166 - State Comp Ed - 20000.00, 263 - ESEA, Title III Part A - 4000.00					
2) All KHS teachers and paraprofessionals of at-risk students will receive training in the AVID Strategies (WICOR) and the AVID Tutorial process. Teachers of at-risk students will attend AVID training such as Write Path throughout the school year in order to improve achievement in all sub-populations of at-risk students. (African Americans, SPED, Economically Disadvantaged, and ELL).	KHS Curriculum Director; KHS Campus Instructional Specialist; KHS AVID Coordinator; KHS AVID Teachers	AVID strategies and tutorial process will be observed during instructional time in classrooms throughout the school year.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 166 - State Comp Ed - 4800.00					
3) ESL teachers will attend training on current best practices and instructional strategies to support the academic achievement of our English Language Learners. Instructional supplies will be provided to support the implementation of best practices in the ESL classroom. ELL students will create electronic portfolios. ELL teachers will utilize Schoology in order to improve communication with parents.	KHS Administration; ESL Teachers	Observation of best practices and instructional strategies used in classrooms				
	Problem Statements: Student Academic Achievement 4 - School Processes & Programs 2 Funding Sources: 165/ES0 - ELL - 6000.00					
4) English Language Learners, who demonstrate challenges in reading, will have access to a variety of print materials for reading to support academic achievement and voluntary reading.	ESL Teachers	The availability and use of print materials (novels, magazines, etc.) in the ESL classrooms				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 165/ES0 - ELL - 4000.00					

<p>PBMAS</p> <p>5) English Language Learners will participate in field trips to college campuses to "use comprehension skills to listen attentively to others in formal and informal settings." They will practice their Listening and Speaking skills as described in the ESOL TEKS: "(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration."</p>	KHS Administration; ESL Teachers	English Language Learner participation in college field trips.				
	<p>Problem Statements: Student Academic Achievement 4, 6</p> <p>Funding Sources: 165/ES0 - ELL - 2000.00</p>					
<p>PBMAS</p> <p>6) Professional development will be provided for teachers of ELL students to improve student performance in core content areas.</p>	Curriculum Director; ESL teachers	Teachers will use appropriate instructional strategies to help ESL students be more successful.				
	<p>Problem Statements: Student Academic Achievement 4 - School Processes & Programs 2</p>					
<p>7) A group of specifically chosen, at-risk students will be taught emotional intelligence and leadership skills using Challenge Day activities . Students will gain an improved understanding of other peoples' experiences, how actions affect others, self-management, and healthy self-expression. These activities will build positive relationships among students and staff, which directly impacts student achievement.</p>	KHS Administration	Improved attendance, behavior, and participation in academic courses.				
	<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 - Perceptions 1</p> <p>Funding Sources: 166 - State Comp Ed - 10000.00</p>					
<p>PBMAS</p> <p>8) ELL students will have access to online programs to improve achievement in reading.</p>	KHS Administration	Students will improve their fluency in reading				
	<p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 165/ES0 - ELL - 10885.00, 263 - ESEA, Title III Part A - 7389.00</p>					
						

Performance Objective 5 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Students have a 46% pass rate on the English I EOC and have not increased in the past two years. This pass rate is below the state average. Root Cause 1: English teachers need to utilize data from common assessments to improve instruction and provide interventions.</p>
<p>Problem Statement 2: Students have a 55% pass rate on the English II EOC This pass rate is below the state average. Root Cause 2: English teachers need to utilize data from common assessments to improve instruction and provide interventions.</p>
<p>Problem Statement 3: Students have a 78% pass rate on the Biology EOC. This pass rate is below the state average. Root Cause 3: The campus does not provide teachers with resources needed to implement necessary interventions.</p>
<p>Problem Statement 4: English Language Learners have below 50% pass rate on the English I and English II EOCs. Root Cause 4: Teachers need training and sustained support in utilizing strategies designed to help ELL students.</p>

Problem Statement 5: SPED students have below below 50% pass rate on the English I, English II, and Algebra I. **Root Cause 5:** Teachers lack instructional strategies to help close the large gaps in student learning.

Problem Statement 6: 65.4 % of students were deemed college and career ready in the 2015-2016 school year, which is below the state average. **Root Cause 6:** The campus lacks a variety of differentiation strategies for improving achievement.

School Processes & Programs

Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. **Root Cause 2:** Teachers lack knowledge of a variety of instructional strategies to serve a diverse student population.

Perceptions

Problem Statement 1: 782 minor discipline referrals (tardies, dress code violations, ID violations) documented. Students miss instructional time due to these violations. **Root Cause 1:** Enforcement of discipline standards is inconsistent across the campus. There is no positive behavior support system in place.

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

Performance Objective 6: Create an engaging classroom experience for all learners, using best practices from research, to improve student achievement.

Evaluation Data Source(s) 6: Increase in both Satisfactory and Advanced Academic performance on the 2019 EOC scores.

Summative Evaluation 6:

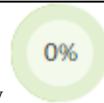
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will develop teacher instructional strategies through PLC activities. PLC discussions are guided by the KISD Problem of Practice/Theory of Action, our Campus Momentum Plan, and the implementation of T-TESS. Teachers will create re-usable learning materials.	KHS Administrators	Peer discussion and collaboration in PLC meetings and walkthroughs observations.				
	Problem Statements: School Processes & Programs 1, 2, 3 Funding Sources: 128 - High School Allotment - 6500.00					
2) Each tested area will create common assessments that contain EOC formatted questions.	KHS Teacher Leaders; KHS Teachers	Peer discussion and review of assessments and data led by Lead Teachers; Use of STAARmaker and Eduphoria				
3) Teachers and administrators will attend training for professional development in order to learn strategies that will improve instruction for students including all sub-populations (African Americans, SPED, Economically Disadvantaged, and ELL).	KHS Administrators; KHS Campus Instructional Specialist	Teachers and administrators will share information from training and collaborate with PLC groups to incorporate learned best practices.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: 128 - High School Allotment - 7000.00					
4) At-risk students will utilize technology to increase achievement in the classroom. Technology will be used to share engaging content and a variety of apps and programs will be used to increase active learning in the classroom for identified at-risk students.	KHS Administration; KHS Campus Instructional Specialist; KHS Campus Technologists	Increased use of technology in the classroom; increased student engagement and achievement				
5) G/T students will attend field trips to places, such as colleges, museums, and historical sites, which will enhance their learning experience from the classroom. They will also have access to a variety of resources to enrich their academic environment.	KHS Curriculum Director, KHS Campus Instructional Specialist, KHS G/T Teachers	Student attendance sheets for field-based learning experiences. Evidence of learning through field-based instruction during observations.				
	Problem Statements: Student Academic Achievement 6, 7, 8 Funding Sources: 177 - Gifted/Talented - 1500.00					
6) CTE teachers will provide hands-on instruction in their field of study to engage students and make connections to the real world.	KHS Administration; CTE Director	Improved student performance in CTE courses; increased enrollment in CTE courses				
	Problem Statements: Student Academic Achievement 6 Funding Sources: 163 - Career & Technology - 69914.07					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: 66.7% of our students are at-risk Root Cause 1: Instructional leaders and teachers do not have a process for tracking the effectiveness of interventions for struggling students.
Student Academic Achievement
Problem Statement 1: Students have a 46% pass rate on the English I EOC and have not increased in the past two years. This pass rate is below the state average. Root Cause 1: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 2: Students have a 55% pass rate on the English II EOC This pass rate is below the state average. Root Cause 2: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 3: Students have a 78% pass rate on the Biology EOC. This pass rate is below the state average. Root Cause 3: The campus does not provide teachers with resources needed to implement necessary interventions.
Problem Statement 4: English Language Learners have below 50% pass rate on the English I and English II EOCs. Root Cause 4: Teachers need training and sustained support in utilizing strategies designed to help ELL students.
Problem Statement 5: SPED students have below below 50% pass rate on the English I, English II, and Algebra I. Root Cause 5: Teachers lack instructional strategies to help close the large gaps in student learning.
Problem Statement 6: 65.4 % of students were deemed college and career ready in the 2015-2016 school year, which is below the state average. Root Cause 6: The campus lacks a variety of differentiation strategies for improving achievement.
Problem Statement 7: Overall Advanced Achievement is lower than the state average in English I, English II, Algebra I, and Biology. Root Cause 7: The campus lacks a variety of differentiation strategies for improving achievement.
Problem Statement 8: The percentage of students passing the AP and/or IB exams is comparable to our district in most subject areas but is well below the state averages. Root Cause 8: There is a lack of data-based planning in AP and/or IB courses.
School Processes & Programs
Problem Statement 1: Teachers lack time to study student data in a meaningful context. Root Cause 1: Instructional leaders have not provided a system for teachers to study student data and determine best practices for instruction.
Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. Root Cause 2: Teachers lack knowledge of a variety of instructional strategies to serve a diverse student population.
Problem Statement 3: Limited PLC time contributes to a lack of student data analysis by teachers. Root Cause 3: Instructional leaders have not provided an efficient system for teachers to use common assessments and data disaggregation.

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

Performance Objective 7: By the end of the 2019 school year, the number of EOC re-testers will decrease by 30%.

Evaluation Data Source(s) 7: Decrease in the number of students needing to test in the summer.

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Each department will offer remediation throughout the year during the evenings and weekend. Remediation will target all at-risk students including students who have failed a previous EOC. Remediation will focus on improving achievement in all sub-populations (at-risk African Americans, at-risk SPED, at-risk Economically Disadvantaged, and ELL).	KHS Administration; KHS Teacher Leaders	Sign-ins at remediation events; scores on formative, common assessments; scores on EOC retests in December; scores on EOC exams in the spring				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: 166 - State Comp Ed - 7000.00, 128 - High School Allotment - 1500.00					
2) Teachers will learn appropriate intervention techniques through professional development offerings. These techniques will help to target our ELL, at-risk SPED, at-risk Economically Disadvantaged, and at-risk African American populations.	KHS Administration	Use of strategies and/or data learned at training.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 2 Funding Sources: 166 - State Comp Ed - 2000.00					
3) Teachers of at-risk students will participate in two full day planning sessions to evaluate student data, plan instruction, and design common assessments in order to improvement achievement in all sub-populations (at-risk African Americans, at-risk SPED, at-risk Economically Disadvantaged, and ELL). Substitutes will be provided for teachers.	KHS Administration	Improvement in lesson planning; increased student engagement				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1, 3 Funding Sources: 166 - State Comp Ed - 5000.00					
4) At-risk students will participate in remediation which will be offered both during and after school as well as on Saturday.	KHS Administration	Increased number of students passing their EOCs				
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 166 - State Comp Ed - 7725.00					

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students have a 46% pass rate on the English I EOC and have not increased in the past two years. This pass rate is below the state average. Root Cause 1: English teachers need to utilize data from common assessments to improve instruction and provide interventions.

Problem Statement 2: Students have a 55% pass rate on the English II EOC This pass rate is below the state average. Root Cause 2: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 3: Students have a 78% pass rate on the Biology EOC. This pass rate is below the state average. Root Cause 3: The campus does not provide teachers with resources needed to implement necessary interventions.
Problem Statement 4: English Language Learners have below 50% pass rate on the English I and English II EOCs. Root Cause 4: Teachers need training and sustained support in utilizing strategies designed to help ELL students.
Problem Statement 5: SPED students have below below 50% pass rate on the English I, English II, and Algebra I. Root Cause 5: Teachers lack instructional strategies to help close the large gaps in student learning.

School Processes & Programs

Problem Statement 1: Teachers lack time to study student data in a meaningful context. Root Cause 1: Instructional leaders have not provided a system for teachers to study student data and determine best practices for instruction.
Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. Root Cause 2: Teachers lack knowledge of a variety of instructional strategies to serve a diverse student population.
Problem Statement 3: Limited PLC time contributes to a lack of student data analysis by teachers. Root Cause 3: Instructional leaders have not provided an efficient system for teachers to use common assessments and data disaggregation.


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


Performance Objective 8: By the end of the 2018-2019 school year, the number of students meeting satisfactory performance on the STAAR End of Course exam in US History will increase by 2%.


Evaluation Data Source(s) 8: Results of the 2019 US History End of Course Exam


Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will administer common formative assignments in each unit. Scores and data will be used to provide intervention so that students will be successful on their EOC based summative assignments	KHS Social Studies teachers; KHS Social Studies Lead Teacher	Student success on summative assignments				
2) Social Studies teachers will be available in the "Homework Room" to provide tutoring before and after school for students.	KHS Curriculum Director; KHS Social Studies teachers	Sign in sheets to track students who are attending.				
3) Teachers will implement technology such as Schoology, Socrative, and Kahoot to enhance student learning and engagement.	KHS Social Studies teachers; KHS Social Studies Lead Teacher	Enriched classroom learning and increased student engagement. Visible use of technology.				
4) Teachers will offer tutoring a minimum of two times a week and focus on intervention for students that need additional time.	KHS Social Studies Lead Teacher; KHS Administration	Sign-in sheets for tutoring. Classroom assessments.				
5) Teachers of inclusion classes will participate in an inclusion PLC where they will learn instructional strategies. These strategies will focus on improving learning in the inclusion class to increase achievement of our SPED students.	KHS Administration; KHS Special Education Director	Special education students are more successful in class and on the EOC				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

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

Performance Objective 9: By the end of the 2018-2019 school year, the number of students meeting satisfactory performance on the Algebra I STAAR End Of Course exam will increase by 15%.

Evaluation Data Source(s) 9: Results of the 2019 Algebra I End of Course Exam

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase teacher knowledge and use of technology to engage student learning and success. Teachers will attend various workshops and professional development opportunities to address particular areas of weakness in our African American, Economically Disadvantage, SPED, and ELL populations.	Curriculum Director	Increased student exposure to technology to generate interest and success for all math students.				
2) Special Education students will be served through a Resource Algebra I class in order to provide more focused, differentiated instruction.	KHS Board Builder, SPED Coordinator	Improved performance of SPED students on the Algebra I EOC				
3) Students will have access to math software and/or online programs to improve performance.	KHS Curriculum Director; KHS math teachers	Improved performance in math classes and on the Algebra I EOC				
Problem Statements: Student Academic Achievement 5, 7 Funding Sources: 128 - High School Allotment - 2000.00						
						

Performance Objective 9 Problem Statements:


Student Academic Achievement
Problem Statement 5: SPED students have below below 50% pass rate on the English I, English II, and Algebra I. Root Cause 5: Teachers lack instructional strategies to help close the large gaps in student learning.
Problem Statement 7: Overall Advanced Achievement is lower than the state average in English I, English II, Algebra I, and Biology. Root Cause 7: The campus lacks a variety of differentiation strategies for improving achievement.

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

Performance Objective 10: By the end of the 2018-2019 school year, the number of students meeting satisfactory performance on the Biology STAAR End Of Course exam will increase by 10%.

Evaluation Data Source(s) 10: Results of the 2019 Biology End of Course Exam

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will attend National professional development for the advancement of science in schools.	Killeen High School Curriculum Director, Department Head, and Lead Teacher	Teachers will obtain new strategies to immediately implement in the classroom. The strategies will be shared through PLCs and other campus based professional development				
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 2, 4 Funding Sources: 128 - High School Allotment - 5000.00						
2) Students will participate in field based instruction to enhance and/or reinforce taught state objectives related to Biology content.	Classroom Teachers, Curriculum Director, Campus Instructional Specialist, Department Head, Lead Teacher	Students will journal experiences, produce projects based on the learned experience, and verbalize learning goals				
Problem Statements: Student Academic Achievement 3, 6, 7 Funding Sources: 128 - High School Allotment - 1500.00						
3) Students will receive targeted instruction in order to prepare and /or remediate for the Biology EOC.	KHS Administration; Science teacher leader	Increased number of students passing Biology EOC				
Problem Statements: Demographics 1 - Student Academic Achievement 3 Funding Sources: 128 - High School Allotment - 2500.00						
						

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 1: 66.7% of our students are at-risk Root Cause 1: Instructional leaders and teachers do not have a process for tracking the effectiveness of interventions for struggling students.

Student Academic Achievement

Problem Statement 3: Students have a 78% pass rate on the Biology EOC. This pass rate is below the state average. **Root Cause 3:** The campus does not provide teachers with resources needed to implement necessary interventions.

Problem Statement 6: 65.4 % of students were deemed college and career ready in the 2015-2016 school year, which is below the state average. **Root Cause 6:** The campus lacks a variety of differentiation strategies for improving achievement.

Problem Statement 7: Overall Advanced Achievement is lower than the state average in English I, English II, Algebra I, and Biology. **Root Cause 7:** The campus lacks a variety of differentiation strategies for improving achievement.

School Processes & Programs

Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. **Root Cause 2:** Teachers lack knowledge of a variety of instructional strategies to serve a diverse student population.

Problem Statement 4: Students understanding of and use of technology is limited. **Root Cause 4:** Teachers need training on how to incorporate technology into the classroom.

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

Performance Objective 11: By the end of the 2018-2019 school year, the number of students meeting satisfactory performance on the STAAR End-of-Course Exam in English I and English II will increase by 8%.

Evaluation Data Source(s) 11: Results of the English I and English II STAAR End-of-Course Exams

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will attend professional development to improve instructional practices in Reading and Writing for all at-risk students and all sub-populations of at-risk students. (African Americans, SPED, Economically Disadvantaged, and ELL).	KHS Administrators, KHS English Teachers, KHS Campus Instructional Specialist.	Strategies observed in classroom instruction.				
Problem Statements: Student Academic Achievement 1, 2, 4, 5, 7, 8 - School Processes & Programs 2 Funding Sources: 166 - State Comp Ed - 2500.00						
2) Special Education students will be served through a Resource English class in order to provide more focused, differentiated instruction to improve achievement for our SPED population.	KHS Board Builder, KHS SPED Coordinator	Improved performance of SPED students on the English I and English II EOCs				
3) Special Education students who have failed a STAAR assessment will utilize Successmaker software to improve their achievement in Reading.	KHS Administration; SPED Coordinator	Improved performance of SPED students on the English I and English II EOCs.				
4) English teachers will incorporate more writing into the classroom in order to improve writing scores on the EOC. Teachers will create a literary newsletter where student writing will be published to encourage authentic writing.	KHS Administrator, English Teacher Leader, English Teachers	Literary newsletter, increased student writing achievement				
Problem Statements: Student Academic Achievement 1, 2, 4 Funding Sources: 128 - High School Allotment - 1750.00						
5) Teachers will utilize classroom resource materials that appeal to African American, SPED, Economically Disadvantaged, male, and ELL students.	KHS Administrator, English Teacher Leader, English Teachers	Increased engagement of male students; increased EOC scores for male students				
Problem Statements: Student Academic Achievement 1, 2, 4, 5, 6, 7 Funding Sources: 128 - High School Allotment - 2500.00						

Targeted Support Strategy 6) English teachers will incorporate best practices related to reading instruction. Additional Targeted Support will be provided to at-risk Asians and at-risk Pacific Islanders in reading through after-school tutoring in order to increase academic achievement status meeting grade level standard in reading from 39% to 74% for Asians and 30% to 45% for Pacific Islanders.	KHS Administrator, English Teacher Leader	Increase in student engagement				
	Problem Statements: Student Academic Achievement 1, 2, 4, 5, 6, 7 Funding Sources: 128 - High School Allotment - 4000.00, 166 - State Comp Ed - 3000.00					
7) Senior students who have not passed the English I and/or English II EOCs are placed in a college prep English class in order to receive remediation assistance.	KHS Administrator, English Teacher Leader	Improved performance on the English I and English II EOCs				

Performance Objective 11 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students have a 46% pass rate on the English I EOC and have not increased in the past two years. This pass rate is below the state average. Root Cause 1: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 2: Students have a 55% pass rate on the English II EOC This pass rate is below the state average. Root Cause 2: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 4: English Language Learners have below 50% pass rate on the English I and English II EOCs. Root Cause 4: Teachers need training and sustained support in utilizing strategies designed to help ELL students.
Problem Statement 5: SPED students have below below 50% pass rate on the English I, English II, and Algebra I. Root Cause 5: Teachers lack instructional strategies to help close the large gaps in student learning.
Problem Statement 6: 65.4 % of students were deemed college and career ready in the 2015-2016 school year, which is below the state average. Root Cause 6: The campus lacks a variety of differentiation strategies for improving achievement.
Problem Statement 7: Overall Advanced Achievement is lower than the state average in English I, English II, Algebra I, and Biology. Root Cause 7: The campus lacks a variety of differentiation strategies for improving achievement.
Problem Statement 8: The percentage of students passing the AP and/or IB exams is comparable to our district in most subject areas but is well below the state averages. Root Cause 8: There is a lack of data-based planning in AP and/or IB courses.
School Processes & Programs
Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. Root Cause 2: Teachers lack knowledge of a variety of instructional strategies to serve a diverse student population.

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

Performance Objective 12: Students will become proficient with using 21st Century technology such as laptop computers, Smart televisions, iPads, e-Readers, etc.

Evaluation Data Source(s) 12: Increase in the number of students using technology to enhance their learning experiences.
Increase in teacher use of technology in the classroom.

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) At-Risk students will become proficient with using technology in classrooms, such as e-Readers, Smart televisions, Mimios, iPads, computer labs, TI Inspire calculators with navigators, and by bringing their own devices to school (BYOD).	KHS Administration, KHS Librarians, GEAR Up Facilitator	Students will be observed using technology to enhance their learning; teacher sign-out of technology equipment				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 4 Funding Sources: 166 - State Comp Ed - 10000.00					
2) CTE students will become proficient with using technology related to their course of study.	KHS Administration	Students will be observed using technology to enhance their learning.				
	Problem Statements: Student Academic Achievement 6 - School Processes & Programs 4 Funding Sources: 163 - Career & Technology - 134090.00					

Performance Objective 12 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students have a 46% pass rate on the English I EOC and have not increased in the past two years. This pass rate is below the state average. Root Cause 1: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 2: Students have a 55% pass rate on the English II EOC This pass rate is below the state average. Root Cause 2: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 3: Students have a 78% pass rate on the Biology EOC. This pass rate is below the state average. Root Cause 3: The campus does not provide teachers with resources needed to implement necessary interventions.
Problem Statement 4: English Language Learners have below 50% pass rate on the English I and English II EOCs. Root Cause 4: Teachers need training and sustained support in utilizing strategies designed to help ELL students.

Problem Statement 5: SPED students have below below 50% pass rate on the English I, English II, and Algebra I. **Root Cause 5:** Teachers lack instructional strategies to help close the large gaps in student learning.

Problem Statement 6: 65.4 % of students were deemed college and career ready in the 2015-2016 school year, which is below the state average. **Root Cause 6:** The campus lacks a variety of differentiation strategies for improving achievement.

Problem Statement 7: Overall Advanced Achievement is lower than the state average in English I, English II, Algebra I, and Biology. **Root Cause 7:** The campus lacks a variety of differentiation strategies for improving achievement.

School Processes & Programs

Problem Statement 4: Students understanding of and use of technology is limited. **Root Cause 4:** Teachers need training on how to incorporate technology into the classroom.

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

Performance Objective 1: Implement professional development programs which improve teacher performance in instructional delivery, classroom management, and responding to the needs of students.

Evaluation Data Source(s) 1: Increase in student achievement related to grades and EOC scores. Decrease in referrals.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development opportunities for teachers of At-Risk students to learn more about classroom management, technology, instructional strategies, and differentiation.	KHS Administrators; KHS Campus Instructional Specialist	Registration and attendance will be tracked in LEARN for all campus professional development opportunities				
	Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 2 Funding Sources: 166 - State Comp Ed - 10575.00					
2) Professional development and collaboration through PLC meetings	KHS Administrators; KHS Lead Teachers	Sign-In Sheets will track attendance and PLC minutes will document professional discussion and collaboration.				
3) Staff of G/T students will attend G/T training on the needs, instruction, and assessment. Teachers will use the strategies they learned in their planned instruction for students.	KHS Curriculum Director, KHS Campus Instructional Specialist	Verification of training.				
	Problem Statements: Student Academic Achievement 6, 7 Funding Sources: 177 - Gifted/Talented - 7884.25					
4) Campus will develop a professional library including reading materials for teachers who want to explore instructional strategies, learning, styles, assessment, classroom management, etc. independently or with a group of peers.	KHS Administration	Reading materials checked out by teaching staff				
	Problem Statements: School Processes & Programs 1, 2, 3 Funding Sources: 128 - High School Allotment - 1500.00					
5) Encourage teachers to attend professional development to explore instructional strategies, classroom management, and relationship building skills.	KHS Administration;	Observations of evidence of training demonstrated through classroom application.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 2 Funding Sources: 128 - High School Allotment - 1000.00, 163 - Career & Technology - 8298.73					
6) Administration and teachers will travel to schools who are having success with the EOCs in order to learn best practices.	KHS Administration	Use of best practices in the classroom; improved EOC scores				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: 128 - High School Allotment - 500.00					
7) We will create a Schoology group to share strategies learned in professional development with all staff.	KHS Administration; KHS Teacher Leaders	Use of Schoology; increased student engagement in the classroom				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 66.7% of our students are at-risk Root Cause 1: Instructional leaders and teachers do not have a process for tracking the effectiveness of interventions for struggling students.
Student Academic Achievement
Problem Statement 1: Students have a 46% pass rate on the English I EOC and have not increased in the past two years. This pass rate is below the state average. Root Cause 1: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 2: Students have a 55% pass rate on the English II EOC This pass rate is below the state average. Root Cause 2: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 3: Students have a 78% pass rate on the Biology EOC. This pass rate is below the state average. Root Cause 3: The campus does not provide teachers with resources needed to implement necessary interventions.
Problem Statement 4: English Language Learners have below 50% pass rate on the English I and English II EOCs. Root Cause 4: Teachers need training and sustained support in utilizing strategies designed to help ELL students.
Problem Statement 5: SPED students have below below 50% pass rate on the English I, English II, and Algebra I. Root Cause 5: Teachers lack instructional strategies to help close the large gaps in student learning.
Problem Statement 6: 65.4 % of students were deemed college and career ready in the 2015-2016 school year, which is below the state average. Root Cause 6: The campus lacks a variety of differentiation strategies for improving achievement.
Problem Statement 7: Overall Advanced Achievement is lower than the state average in English I, English II, Algebra I, and Biology. Root Cause 7: The campus lacks a variety of differentiation strategies for improving achievement.
Problem Statement 8: The percentage of students passing the AP and/or IB exams is comparable to our district in most subject areas but is well below the state averages. Root Cause 8: There is a lack of data-based planning in AP and/or IB courses.
School Processes & Programs
Problem Statement 1: Teachers lack time to study student data in a meaningful context. Root Cause 1: Instructional leaders have not provided a system for teachers to study student data and determine best practices for instruction.
Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. Root Cause 2: Teachers lack knowledge of a variety of instructional strategies to serve a diverse student population.
Problem Statement 3: Limited PLC time contributes to a lack of student data analysis by teachers. Root Cause 3: Instructional leaders have not provided an efficient system for teachers to use common assessments and data disaggregation.


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

Performance Objective 2: Maintain a culture where our campus staff feel valued and appreciated


Evaluation Data Source(s) 2: Survey of staff

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue the faculty and staff club which honors faculty and staff on birthdays, school anniversaries, new family members, etc.	KHS Faculty and Staff Club Sponsors					
2) A weekly newsletter will be published to celebrate faculty and staff accomplishments. Faculty and staff voluntarily offer celebrations which are published to share with the campus once per quarter.	KHS Principal; KHS Curriculum Director;	Published weekly newsletter				
3) Quarterly team building and staff professional development in which the administrators will lead their professional learning communities in supporting under-achieving students and advocating for student achievement.	KHS Administration					




= Accomplished



= Continue/Modify



= 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 3: Encourage teachers to obtain certification in any needed area, SPED, and/or become dual credit certified, and support their efforts through tutoring, forming study groups, and directing them to district led review sessions.

Evaluation Data Source(s) 3: Increased number of composite certified teachers in core content areas.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Reimburse teachers who successfully challenge the certification exam or teaching requirements for another core area or for dual certification in a core area.	KHS Administration	The number of dual credit qualified teachers and number of teachers with certifications in multiple content areas will increase.				
Problem Statements: School Processes & Programs 1, 2 Funding Sources: 128 - High School Allotment - 1500.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers lack time to study student data in a meaningful context. Root Cause 1: Instructional leaders have not provided a system for teachers to study student data and determine best practices for instruction.
Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. Root Cause 2: Teachers lack knowledge of a variety of instructional strategies to serve a diverse student population.


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: View parents and community as partners in educating our students and seek every opportunity to involve parents and community in campus events.

Evaluation Data Source(s) 1: Campus event attendance

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) KHS will conduct a Walk A Mile In My Shoes Day in which the parents/guardians will shadow their student throughout the day.	KHS Staff	Results of the feedback surveys that are given during the event				
2) KHS will host an Open House event in September to meet parents and showcase the school.	KHS Staff	Classroom Sign-in sheets will demonstrate the number of guests visiting during our Open House event.				
3) 5th period teachers will survey students about involvement in extracurricular activities. They will then find ways to get all students involved in campus life. These teachers will also contact parents of students who are struggling.	KHS Administration; KHS teachers	Increase in student involvement; increase in student academic success.				
4) KHS facilities will be used to host the district's Freedom Walk event bringing the community into our school.						
5) Boys and Girls' Club will sponsor an after-school program.	Student Activities Coordinator	Increase student involvement in school activities				
6) Our automated call-out system will be used to notify parents of progress reports, report cards, and important campus events. The system will also be used to notify parents of failing grades.	KHS Administrators	Parent feedback on our automated call out messages.				
7) Parent-teacher conferences will be held at the request of the parent or the teacher.	KHS Staff; KHS Parents	Documentation of Parent-teacher conferences in eSchool				
8) The campus will partner with parents and community members in recognizing the academic achievements of students in order to foster a positive attitude toward school and encourage students to succeed. Recognition will be given through award ceremonies, positive promotional prizes, and verbal/written communication.	KHS Administration, GEAR UP Facilitator	List of students receiving recognition in academics, attendance, and behavior. Parent and Community involvement in awards ceremonies.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 6, 7 Funding Sources: 128 - High School Allotment - 5500.00					

9) Students and parents will have the opportunity to participate in informative sessions about college, financial literacy, career counseling, and student/parent workshops.	KHS Administration, AVID Coordinator, and KHS Counseling Team	Student and parent involvement at campus events will increase.				
	Problem Statements: Student Academic Achievement 6, 8 - Perceptions 2 Funding Sources: 128 - High School Allotment - 492.48					
10) ELL teachers will host educational parent meetings for parents of LEP students on topics that will allow parents to help their children succeed academically.	KHS Administration, ELL teachers	Sign-in sheets from parent education sessions				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 263 - ESEA, Title III Part A - 750.00					
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students have a 46% pass rate on the English I EOC and have not increased in the past two years. This pass rate is below the state average. Root Cause 1: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 2: Students have a 55% pass rate on the English II EOC This pass rate is below the state average. Root Cause 2: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 3: Students have a 78% pass rate on the Biology EOC. This pass rate is below the state average. Root Cause 3: The campus does not provide teachers with resources needed to implement necessary interventions.
Problem Statement 4: English Language Learners have below 50% pass rate on the English I and English II EOCs. Root Cause 4: Teachers need training and sustained support in utilizing strategies designed to help ELL students.
Problem Statement 6: 65.4 % of students were deemed college and career ready in the 2015-2016 school year, which is below the state average. Root Cause 6: The campus lacks a variety of differentiation strategies for improving achievement.
Problem Statement 7: Overall Advanced Achievement is lower than the state average in English I, English II, Algebra I, and Biology. Root Cause 7: The campus lacks a variety of differentiation strategies for improving achievement.
Problem Statement 8: The percentage of students passing the AP and/or IB exams is comparable to our district in most subject areas but is well below the state averages. Root Cause 8: There is a lack of data-based planning in AP and/or IB courses.
Perceptions
Problem Statement 2: Parental involvement data is not collected throughout the year. Root Cause 2: The campus lacks a system for documenting the data.

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 2: Increase parent and community awareness of volunteer opportunities on our campus.

Evaluation Data Source(s) 2: Increase in parent volunteer hours

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Volunteer opportunities will advertised via the Student Activities office. Parent and community volunteers will be recruited to support and participate in campus events throughout the school year.	KHS Student Activities Coordinator	Campus volunteer logs				
2) Campus will partner with Adopt-a-Unit (15th BSB) to seek unit's participation in campus events and to provide participation in the unit's events throughout the school year.	KHS Student Activities Coordinator	Campus volunteer logs				

= Accomplished

 = Continue/Modify

 = 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: Killeen High School administration, staff, and campus police will work together to ensure order, safety, and discipline at all times on our campus in order to provide a safe and positive learning environment for all students and staff.

Evaluation Data Source(s) 1: Decrease in referrals and discipline incidents

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will be at duty stations before school, during lunches, and after school along with administrative staff to monitor the students.	KHS staff	Staff are visible throughout the building before school, during student lunches, and after school.				
2) Campus police will actively monitor the inside and outside of the building.	KISD Police assigned to KHS	Police are visible throughout the school day.				
3) District assigned drug dog is on campus at least once each month.	KHS Administrators					
4) We will conduct monthly fire, tornado, and lock-down safety drills beginning in September.	KHS Staff	Students and staff will execute the safety drill procedures accurately and in a timely fashion.				
5) Administration will review emergency plans and drills and recommendations for improvement of safety on campus.	KHS Administrators	A common understanding and execution of procedures during safety drills.				
6) Students will be recognized for positive behaviors utilizing the Hero tracking system.	KHS Administration, GEAR UP Facilitator	The number of student referrals will decrease from last year.				
Problem Statements: Student Academic Achievement 1, 2, 3, 6, 7, 8 - Perceptions 1 Funding Sources: 128 - High School Allotment - 4000.00						
7) We will provide professional development for all staff on suicide awareness and prevention.	KHS Counselors	KHS Staff will be aware of the signs of suicidal thoughts and behaviors and report all incidents immediately in accordance with district protocol.				
8) We will continue to promote Crime Stoppers on campus	Campus Police; KHS Administrators; KHS Staff	Reduction of crime on campus.				
9) We will continue to use high resolution cameras to monitor student activity in the hallways and campus exterior.	Campus police, Administration	Decrease the number of thefts, and other discipline issues				

10) KHS will conduct a yearly safety audit, and provide safety supplies (as needed) to enhance the safety of all students and staff on campus. Campus will use school safety grant funds to purchase supplies needed.	KHS Administration	Staff will communicate an awareness of safety procedures and protocols on campus.				
11) Teachers and educational leaders of At Risk students will use the HERO system to track At Risk students' behaviors and provide positive reinforcement of desired behaviors.	KHS Administration	Decreased discipline issues resulting in less time missed in class and improved academic achievement				
Problem Statements: Student Academic Achievement 1, 2, 6, 7 - Perceptions 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students have a 46% pass rate on the English I EOC and have not increased in the past two years. This pass rate is below the state average. Root Cause 1: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 2: Students have a 55% pass rate on the English II EOC This pass rate is below the state average. Root Cause 2: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 3: Students have a 78% pass rate on the Biology EOC. This pass rate is below the state average. Root Cause 3: The campus does not provide teachers with resources needed to implement necessary interventions.
Problem Statement 6: 65.4 % of students were deemed college and career ready in the 2015-2016 school year, which is below the state average. Root Cause 6: The campus lacks a variety of differentiation strategies for improving achievement.
Problem Statement 7: Overall Advanced Achievement is lower than the state average in English I, English II, Algebra I, and Biology. Root Cause 7: The campus lacks a variety of differentiation strategies for improving achievement.
Problem Statement 8: The percentage of students passing the AP and/or IB exams is comparable to our district in most subject areas but is well below the state averages. Root Cause 8: There is a lack of data-based planning in AP and/or IB courses.
Perceptions
Problem Statement 1: 782 minor discipline referrals (tardies, dress code violations, ID violations) documented. Students miss instructional time due to these violations. Root Cause 1: Enforcement of discipline standards is inconsistent across the campus. There is no positive behavior support system in place.


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: 90% of the campus instructional budget will be spent on training, resources, supplies, and field-based instruction which will directly impact and recognize student achievement.


Evaluation Data Source(s) 1: Campus improvement plan funding summary

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The administrative team will review the campus improvement plan funding summary monthly in administrative staff meetings.	KHS Administration	Campus Improvement Plan funding summary				
2) SBDM Committee will evaluate performance objectives in the campus improvement plan to ensure the connection between the objectives and student achievement.	KHS Administration; KHS SBDM Committee	Campus Improvement Plan				




= Accomplished



= Continue/Modify



= 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: The campus instructional budget will be spent by February 2019 to positively impact instruction and student achievement during the 2018-2019 school year.

Evaluation Data Source(s) 2: Campus instructional budget report from TEAMS.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Curriculum Director will conduct monthly reviews of spending from the campus instructional budget accounts and report spending progress to the administrative team.	KHS Curriculum Director	TEAMS budget report				

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator/Chair	Kara Trevino	Principal
Administrator	Christina Harris	Curriculum Director
Classroom Teacher	Nicole Fortune	Science Teacher
Classroom Teacher	Ariana Lavender	English Teacher
Classroom Teacher	Paul Finnen	English Teacher
Classroom Teacher	Keina Cook	Social Studies Teacher
Classroom Teacher	Spencer Gregg	Fine Arts Teacher
Classroom Teacher	Della Evans	CTE/STEM Teacher
Classroom Teacher	Fernando Hernandez	Math Teacher
Non-classroom Professional	Shelley Juarez	Counselor
Classroom Teacher	Brooke Knight	Science Teacher
District-level Professional	Kelly Shellhart	Secondary Instructional Coach
Classroom Teacher	Michael Queen	SPED Teacher
Community Representative	Barbara Weiss	Community Representative
Classroom Teacher	Tatiana Zegada	LOTE Teacher
Parent	Renee Stoughton	Parent Representative
Business Representative	Greg Simmons	Business Representative
Classroom Teacher	Amanda DeJournett	Social Studies Teacher
Non-classroom Professional	Debra Morton	IB Coordinator