

Killeen Independent School District

Killeen High School

2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1.1: Pathways for All students to build connections.

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

Strategies:

- **Mentorship Programs:** Establish peer and teacher mentorship programs to help students build positive relationships. SEL and counseling programs throughout the year will focus on topics that deal with the well-being of students. Lessons on bullying and violence will be provided through classroom guidance lessons.
- **Capturing Kids' Hearts Training:** Provide training for teachers and staff on the Capturing Kids' Hearts program to build positive, productive relationships with students.
 - **Social Contracts:** Develop social contracts in classrooms to establish norms and expectations collaboratively with students.
 - **Incentive Programs:** Reward students for good attendance and punctuality each 9-weeks.
- **Parent Engagement Host Parent Program Nights** regularly (2 to 4 nights per year) to inform parents about all campus programs and enhance their ability to support their child's academic achievement.
 - **Parent Liaison:** Foster collaboration between the community, parents, students, and staff. The liaison will support a positive campus culture by providing parent support, community outreach, and organizing cultural events.
 - **Community Events:** Organize regular events such as Community Pep Rallies, ESL Nights, Dyslexia Nights, Roo Round Up, Open House, Walk a Mile Day, and Athletic Events to bring together students, parents, and staff.
 - **Communication:** Provide information in the monthly newsletter regarding the importance of regular attendance and the support available for families.
- **Extracurricular Activities:** Expand the range of extracurricular activities to cater to diverse interests, ensuring every student finds a niche. A broad range of clubs are offered during Power Hour to meet the needs and interests of all students during the school day, as well as before and after school.
- **Advisory Period on Mondays:** The implementation of the advisory period where students can discuss academic goals with their advisor and use data to set SMART Goals each marking period. They will engage in campus events through this period as a team and receive guidance lessons over diverse topics. Students will receive character education lessons that will meet their social and emotional learning needs.
- **Academic Programs Options:** Students are given the opportunity to participate in Killeen ISD's Career and Technical Education (CTE) Program. Students in the CTE program benefit from rigorous coursework that includes industry certification and instructional business partnerships. Most programs sponsor a CTSO (Career & Technical Student Organization) that provide real-world experiences as well as travel and competition opportunities. Additionally, students can enroll in the Texas Bioscience Institute (TBI) program through Temple College. The TBI program offers STEM (Science, Technology, Engineering, and Math) college-level courses that promote skills and knowledge in medical and biotechnology careers.

Measurement:

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

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

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

Strategies:

- **Differentiated Instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.

- **Reading Programs:** Implement school-wide reading strategies in the classroom to improve reading and writing comprehension. This cross-curricular approach will continue to support all learners in a systematic way for success.
- **Professional Development:** Provide teachers with ongoing professional development on effective literacy instructional strategies.
- **Staff and Student Professional Development:** Get Better Faster coaching for teachers will be implemented to help teachers prepare students to meet or exceed grade-level standards.
- **Parental Involvement:** Engage parents in literacy activities and provide resources to support reading and writing at home.
- **Campus Planning:** Departmental planning, PLC, analyzing student data for acceleration/intervention, and tutorials in the Killeen High School Homework Room.
 - Academic assistance is provided to all students throughout the school day in academic labs for credit recovery; tutoring before, during and after school; mandatory tutoring for students not completing assignments; and EOC tutoring and intervention periods.

Measurement:

- Standardized test scores in reading and writing.
- Progress monitoring through formative/benchmark assessments.
- Student participation attendance in the Homework Room.

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

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

Strategies:

- **Differentiated Instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.
- **Professional Development:** Provide teachers with ongoing professional development on effective math instruction strategies utilizing Region 12 resources and learning center.
- **Parental Involvement:** Provide resources to support learning at home at home through parent engagement activities.
- **Math-Focused Tutoring Center:** Nolan MS will provide targeted tutoring outside of the school day with resources and manipulatives to support hands-on learning.
- **Cross-Curricular Connections:** Integrate math into other subjects to show real-world applications and relevance through Campus PLC.
- **Campus Planning:** Departmental planning, PLC, analyzing student data for acceleration/intervention, and tutorials in the Killeen High School Homework Room.
 - Academic assistance is provided to all students throughout the school day in academic labs for credit recovery; tutoring before, during and after school; mandatory tutoring for students not completing assignments; and EOC tutoring and intervention periods.

Measurement:

- Standardized test scores in math.
- Formative/benchmark assessments to track progress.
- Student participation attendance in the Homework Room.

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

Prepare students for successful transitions to postsecondary life, whether they choose to pursue higher education, join the military, or enter the workforce.

Strategies:

- **College and Career & Military Readiness:** Will expose students to various career paths and postsecondary education options.
 - AP and Dual credit course options.

- The campus will focus on students earning a CCMR indicator.
- The counselors will hold a College and Career Fair in conjunction with our AVID program that invites several trade schools, local colleges, local businesses, and military recruiters to speak with students and inform them of their options for after high school.
- Counselors will work with students each Spring to discuss their course planning and graduation plan.
- **TSIA2 Assessments:** All students enrolled in Algebra II and English III will participate in the TSIA2 as these courses closely align with the content of the TSIA2 assessment. Additionally, counselors will schedule opportunities throughout the year for all students to participate in the TSIA2 assessment as needed to determine eligibility for dual credit courses for the following school year.
- **ASVAB:** 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 provides all students with their individual results.
- **Interventions and After-School Programs:** Killeen High School offers a campus Tutoring Center that is committed to helping students achieve their academic goals. All students are welcome to get help in Math, Science, Reading, and Social Studies.
 - *Homework Room Features:*
 - **Independent Study:** A quiet space to concentrate, take tests, or work on assignments without distractions. Our teachers are available to answer questions and provide guidance.
 - **Collaborative Study:** Engage with peers on projects and homework. Our teachers will facilitate student learning and offer assistance when needed.
 - **Teacher/Student Tutoring:** Experience-focused, small-group tutoring with a teacher for personalized attention.

Measurement:

- Tracking student CCMR indicators.
- Tracking Student 4-Year Plans.
- Tracking of students who attend the Homework Room.

Human Capital

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

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

Strategies:

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

Measurement:

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

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

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

Strategies:

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

Measurement:

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

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

Enhance staff skills and knowledge through continuous professional development.

Strategies:

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

Measurement:

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

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

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

Strategies:

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

Measurement:

- Results from staff satisfaction surveys.

- Feedback from performance evaluations.
- Analysis of feedback trends to inform school improvement plans.

Financial Stewardship

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

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

Strategies:

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

Measurement:

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

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

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

Strategies:

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

Measurement:

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

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

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

Strategies:

- **Regular Meetings:** Hold regular meetings with the SBDM committee, department level teams, faculty/staff, and Title I stakeholders to evaluate and update policies and procedures.

- **Parent Engagement:** Organize meetings with the Parent Liaison, Family Engagement Nights, volunteer programs, and community events to involve parents and the community in school activities and decision-making.

Measurement:

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

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

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

Strategies:

- **Operational Training:** Provide training for staff on the effective use of district resources and procedures, including tools such as Hero, Schoology, NWEA MAP, Cambium, Springboard, and Eduphoria.
- **Training Programs:** Develop and deliver training programs on resource management, sustainability practices, and efficient procedures.
- **Best Practices Sharing:** Facilitate the sharing of best practices and successful strategies among departments.

Measurement:

- Participation rates in operational training programs.
- Staff feedback on the effectiveness and relevance of the training.

Problem Statements Identifying Student Success Needs

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

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

Problem Statement 3: English I EOC Approaches scored dropped 1% last year, Meets maintained the same scores, and Masters increased by 1 %; however, all scores are below the district averages and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 4: English II EOC Approaches scored dropped 2% last year, while Meets and Masters maintained the same scores; however, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 5: Algebra I EOC Approaches and Masters scores improved by 3% and 1%, respectively, and Meets scores decreased by 1%. All scores are below the district and state averages. **Root Cause:** Not enough time for the Algebra team to plan together.

Problem Statement 6: Biology EOC scores maintained the same at the Approaches level, but Meets scores declined by 16% and Masters scores declined by 5%. All scores are below the district and state averages. **Root Cause:** We had a new Biology team, several of whom were first year teachers obtaining their certification. Additionally, we had some staffing changes mid-year due to a military PCS move.

Problem Statement 7: US History scores maintained the same at the Approaches level. Meets decreased by 1 %, and Masters decreased by 4 %. **Root Cause:** Several team members were new to teaching US History, and the US History team did not consistently plan together.

Problem Statement 8: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Problem Statement 9: AP scores are lower than the district and state in the majority of content areas. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Problem Statement 10: Though KHS made great improvements in the area of CCMR last year, AP/Dual Credit enrollment numbers remain low in some content areas. **Root Cause:** Students and parents need more education about advanced coursework, how it figures into GPA, and how it affects their options for college.

Problem Statement 11: Though KHS has made great improvements in the area of CCMR last year, we need to push to continue growing so we can achieve an "A" rating in the area of CCMR. **Root Cause:** The state is increasing the rigor of CCMR requirements.

Problem Statement 12: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 13: Students have limited access to up-to-date technology. **Root Cause:** We are not a 1:1 campus, so teachers have to share computer/iPad carts. Some carts are slow, taking up class time to boot/load/etc.

Problem Statement 14: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions during Power Hour, before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: Killeen High School will utilize academic data, to include incoming 9th grade student data, and provide interventions in all EOC subjects areas through specific courses.

Dates/Timeframes: IPRs, 9-week marking periods, and semester grades

Staff Responsible for Monitoring: Special Populations and Core Curriculum Team

Problem Statements: Student Success 3, 5, 9, 12, 14 - Human Capital 4, 6, 7 - Financial Stewardship 3, 7, 9, 10

Funding Sources: Instructional supplies to support EOC tutoring/interventions - 166 - State Comp Ed - 166.11.6399.00.001.30.AR0 - \$20,000, Contracted STAAR/EOC Review Sessions for At Risk Students - 166 - State Comp Ed - 166.11.6299.00.001.30.AR0 - \$5,000, Contracted STAAR/EOC Review Sessions for At Risk Students - 166 - State Comp Ed - 166.11.6329.00.001.30.AR0 - \$2,500, Instructional Supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.001.30.000 - \$33,220, Instructional Supplies - Pre-Approved Online Resources - 211 - ESEA, Title I Part A - 211.11.6299.OL.001.30.000 - \$20,000

Key Strategic Action 2 Details

Key Strategic Action 2: Provide an opportunity for students to build relationships through the use of Capturing Kids' Hearts and provide opportunities to join various clubs and organizations around campus.

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

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

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Student Activities

Collaborating Departments: Administration Team, Teachers of various content areas

Problem Statements: Student Success 1, 2 - Financial Stewardship 1, 11

Key Strategic Action 3 Details

Key Strategic Action 3: Implement and systematically sustain a culture-building program

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

Outcome Measure (Lag): By the end of the 2024-2025 school year, student attendance will increase from 89% to 92%. Discipline referrals will decrease from 2822 to 2200.

Dates/Timeframes: Quarterly

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

Problem Statements: Student Success 1, 2 - Financial Stewardship 1, 11

Funding Sources: Food for parent events on campus - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.001.24.PAR - \$1,000, Parent Trainings and Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.00.001.24.PAR - \$2,000, Conference for Parent Liaison to support parent involvement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.001.24.PAR - \$3,000, Presenters to work with At-Risk students - 166 - State Comp Ed - 166.11.6299.00.001.30.AR0 - \$4,500, Supplies for counseling department aimed at academic support - 211 - ESEA, Title I Part A - 211.31.6399.00.001.30.000 - \$5,000

Key Strategic Action 4 Details

Key Strategic Action 4: Recruit and retain students in advanced academics.

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

Outcome Measure (Lag): By the end of the 2024-2025 school year, the completion rate of advanced courses will increase 10%.

Dates/Timeframes: Annually

Staff Responsible for Monitoring: Dean of Instructions, CIC, CISs, AP Teachers

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

Funding Sources: PD for teachers of GT students - 177 - Gifted/Talented - 177.13.6411.00.001.21.000 - \$6,452, Instructional supplies to support GT program - 177 - Gifted/Talented - 177.11.6399.00.001.21.000 - \$5,000, Employee Travel - 177 - Gifted/Talented - 177.11.6411.00.001.21.000 - \$5,000

Goal 1 Problem Statements:

Student Success

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

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

Problem Statement 3: English I EOC Approaches scored dropped 1% last year, Meets maintained the same scores, and Masters increased by 1 %; however, all scores are below the district averages and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 5: Algebra I EOC Approaches and Masters scores improved by 3% and 1%, respectively, and Meets scores decreased by 1%. All scores are below the district and state averages. **Root Cause:** Not enough time for the Algebra team to plan together.

Student Success

Problem Statement 9: AP scores are lower than the district and state in the majority of content areas. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Problem Statement 10: Though KHS made great improvements in the area of CCMR last year, AP/Dual Credit enrollment numbers remain low in some content areas. **Root Cause:** Students and parents need more education about advanced coursework, how it figures into GPA, and how it affects their options for college.

Problem Statement 11: Though KHS has made great improvements in the area of CCMR last year, we need to push to continue growing so we can achieve an "A" rating in the area of CCMR. **Root Cause:** The state is increasing the rigor of CCMR requirements.

Problem Statement 12: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 14: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions during Power Hour, before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Human Capital

Problem Statement 4: AP scores are lower than the district and state in the majority of content areas. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Problem Statement 6: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 7: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions during Power Hour, before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Financial Stewardship

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

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

Problem Statement 7: Algebra I EOC Approaches and Masters scores improved by 3% and 1%, respectively, and Meets scores decreased by 1%. All scores are below the district and state averages. **Root Cause:** Not enough time for the Algebra team to plan together.

Problem Statement 9: English I EOC Approaches scored dropped 1% last year, Meets maintained the same scores, and Masters increased by 1 %; however, all scores are below the district averages and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 10: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 11: Data shows that KHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. **Root Cause:** Lack of accountability for truancy.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: Ensure a vertically aligned and guaranteed viable curriculum is taught and assessed in all English I and English II classes.

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

Outcome Measure (Lag): By the end of the year, English I STAAR approaches scores will increase from 54% to 64%. English II STAAR approaches scores will increase from 62% to 72%. Meets and Masters scores will increase by 7% and 5 % respectively.

English I Meets - 34% --> 41%; Masters - 5% --> 10%

English II: Meets - 42% --> 49%; Masters - 2% --> 7%

Dates/Timeframes: Daily Monitoring

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

Collaborating Departments: English Department

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

Funding Sources: District Approved Supplemental Materials - 166 - State Comp Ed - 166.11.6399.00.001.30.AR0 - \$2,000

Key Strategic Action 2 Details

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

Progress Measure (Lead): Use data protocols in daily PLC's to make data informed decisions. Utilize suggested district resources to ensure instructional materials are at or above grade level. English interventions will be offered to students once a week during the English class period daily to address HB 1416. First-time English I test takers who require interventions through HB 1416 will receive additional interventions once a week during Power Hour.

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

Dates/Timeframes: Daily

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

Collaborating Departments: English Department

Problem Statements: Student Success 3, 4, 8, 12 - Human Capital 5, 6 - Financial Stewardship 4, 8, 9, 10

Funding Sources: Professional Development - Teachers/CIS of At-Risk Students (must be pre-approved) - 166 - State Comp Ed - 166.13.6411.00.001.30.AR0 - \$10,000, Professional Development - Dean of Instruction (Must be pre-approved) - 166 - State Comp Ed - 166.23.6411.00.001.30.AR0 - \$2,000, Subs for teachers attending professional development - 211 - ESEA, Title I Part A - 211.13.6299.00.001.30.000 - \$10,000

Key Strategic Action 3 Details

Key Strategic Action 3: KHS will hold English I and English II STAAR prep boot camps for students.

Progress Measure (Lead): KHS will hold a STAAR prep boot camps for English I and English II students.

Outcome Measure (Lag): By the end of the year, at least 80% of English I/II re-testers will attend a STAAR prep boot camp.

Dates/Timeframes: Once a year

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

Collaborating Departments: English Department

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

Funding Sources: English I and English II STAAR prep boot camps for retesters - 166 - State Comp Ed - 166.11.6299.00.001.30.AR0 - \$5,000, English I and English II STAAR prep boot camps for first-time testers - 211 - ESEA, Title I Part A - 211.11.6299.00.001.30.000 - \$5,000

Key Strategic Action 4 Details

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

Progress Measure (Lead): Students will receive instructional support in our EB classes, pull out services and through the use of supplemental materials

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

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: EB Teachers, EB Administrator

Problem Statements: Student Success 8 - Human Capital 5 - Financial Stewardship 4

Funding Sources: Supplemental Materials/Manipulatives/Supplies for EB Students - 165/ES0 - ELL - 165.11.6399.00.001.25.ES0 - \$5,000, Membership Fees - 165/ES0 - ELL - 165.13.6495.00.001.25.ES0 - \$1,250, Conference for EB students or AVID Summer Institute for teachers of English Language Learners - 165/ES0 - ELL - 165.13.6411.00.001.25.ES0 - \$5,000, EB Teacher Registration and travel to Differentiated Instructional Workshops/Professional Development - 165/ES0 - ELL - 165.13.6411.00.001.25.ES0 - \$5,000, Instructional Supplies - 165/ES0 - ELL - 165.11.6399.00.001.25.ES0 - \$8,000, Reading materials to support EB student language development - 165/ES0 - ELL - 165.11.6329.00.001.25.ES0 - \$3,190

Goal 2 Problem Statements:

Student Success

Problem Statement 3: English I EOC Approaches scored dropped 1% last year, Meets maintained the same scores, and Masters increased by 1 %; however, all scores are below the district averages and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 4: English II EOC Approaches scored dropped 2% last year, while Meets and Masters maintained the same scores; however, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 8: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Problem Statement 12: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Student Success

Problem Statement 14: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions during Power Hour, before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Human Capital

Problem Statement 5: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Problem Statement 6: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 7: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions during Power Hour, before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Financial Stewardship

Problem Statement 4: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Problem Statement 8: English II EOC Approaches scored dropped 2% last year, while Meets and Masters maintained the same scores; however, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 9: English I EOC Approaches scored dropped 1% last year, Meets maintained the same scores, and Masters increased by 1 %; however, all scores are below the district averages and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 10: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Priority 1: Student Success

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

Key Strategic Action 1 Details

Key Strategic Action 1: Ensure a vertically aligned and guaranteed viable curriculum is taught and assessed in all Algebra I classes.

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

Outcome Measure (Lag): By the end of the year, Algebra I STAAR approaches scores will increase from 66% to 76%. Meets and Masters will increase by 7% and 5% respectively.

Algebra I Meets: 21% --> 28%

Algebra I Masters: 6% --> 11%

Dates/Timeframes: Daily

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

Collaborating Departments: Math Department

Problem Statements: Student Success 5, 8, 12 - Human Capital 5, 6 - Financial Stewardship 4, 7, 10

Key Strategic Action 2 Details

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

Progress Measure (Lead): Use data protocols in daily PLC's to make data informed decisions. Utilize suggested district resources to ensure instructional materials are at or above grade level. TIA math teachers will be used to support HB 1416 students.

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

Dates/Timeframes: Daily

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

Collaborating Departments: Math Department

Problem Statements: Student Success 5, 8, 12, 13 - Human Capital 5, 6 - Financial Stewardship 4, 7, 10

Funding Sources: District Approved Online Supplemental Resources - 211 - ESEA, Title I Part A - 211.11.6299.OL.001.30.000 - \$2,500

Key Strategic Action 3 Details

Key Strategic Action 3: KHS will hold an Algebra I STAAR prep boot camp for students.

Progress Measure (Lead): KHS will hold an Algebra I STAAR prep boot camps for students.

Outcome Measure (Lag): By the end of the school year, 80% of Algebra I re-testers will attend a STAAR EOC Algebra I Boot Camp.

Dates/Timeframes: Once a year

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

Collaborating Departments: Math Department

Problem Statements: Student Success 5, 8, 12 - Human Capital 5, 6 - Financial Stewardship 4, 7, 10

Funding Sources: STAAR Prep Boot Camp for Algebra I EOC re-testers - 166 - State Comp Ed - 166.11.6299.00.001.30.AR0 - \$3,000, STAAR Prep Boot Camp for first-time Algebra I EOC testers - 211 - ESEA, Title I Part A - 211.11.6299.00.001.30.000 - \$5,000

Key Strategic Action 4 Details

Key Strategic Action 4: All students who failed Algebra I last school year will be placed in an Algebra I 'repeater class' to receive tailored instruction utilizing student data to meet their specific needs.

Progress Measure (Lead): Students who failed the Algebra I course last school year will be hand scheduled into a specific class period.

Outcome Measure (Lag): 95% of students enrolled in the repeat Algebra class, will pass the Algebra I course by the end of the year.

Dates/Timeframes: Daily

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

Problem Statements: Student Success 5, 8, 12 - Human Capital 5, 6 - Financial Stewardship 4, 7, 10

Goal 3 Problem Statements:

Student Success

Problem Statement 5: Algebra I EOC Approaches and Masters scores improved by 3% and 1%, respectively, and Meets scores decreased by 1%. All scores are below the district and state averages. **Root Cause:** Not enough time for the Algebra team to plan together.

Problem Statement 8: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Problem Statement 12: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 13: Students have limited access to up-to-date technology. **Root Cause:** We are not a 1:1 campus, so teachers have to share computer/iPad carts. Some carts are slow, taking up class time to boot/load/etc.

Human Capital

Problem Statement 5: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Human Capital

Problem Statement 6: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Financial Stewardship

Problem Statement 4: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Problem Statement 7: Algebra I EOC Approaches and Masters scores improved by 3% and 1%, respectively, and Meets scores decreased by 1%. All scores are below the district and state averages. **Root Cause:** Not enough time for the Algebra team to plan together.

Problem Statement 10: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: Keep stakeholders informed of college and career opportunities.

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

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

Dates/Timeframes: Quarterly

Staff Responsible for Monitoring: Counselors, Dean of Instruction, Administration Team

Collaborating Departments: Counselors

Problem Statements: Student Success 9, 10, 11 - Human Capital 4 - Financial Stewardship 1, 3

Key Strategic Action 2 Details

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

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

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

Dates/Timeframes: Monthly

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

Collaborating Departments: Counseling, Student Activities

Problem Statements: Student Success 8 - Human Capital 5 - Financial Stewardship 1, 4

Key Strategic Action 3 Details

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

Progress Measure (Lead): Advertise the use of the Homework Room both before and after school , as well as on Saturdays, Saturday boot camps, etc.

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

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Lead Teachers, Interventionists, Administrators

Collaborating Departments: Curriculum

Problem Statements: Student Success 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 - Human Capital 4, 5, 6 - Financial Stewardship 3, 4, 5, 6, 7, 8, 9, 10

Funding Sources: Snacks for tutoring, EOC Boot Camps, etc. - 211 - ESEA, Title I Part A - 211.11.6499.00.001.30.000 - \$5,000, Presenters to work with at-risk students - 166 - State Comp Ed - 166.11.6299.00.001.30.AR0 - \$14,250

Key Strategic Action 4 Details

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

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

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

Dates/Timeframes: Once per semester

Staff Responsible for Monitoring: Dean of Instruction, CIC, CIS, Counselors, Administrative Team

Collaborating Departments: Curriculum, Counseling

Problem Statements: Student Success 11

Funding Sources: SAT/PSAT STAAR Prep Boot Camps - 211 - ESEA, Title I Part A - 211.11.6299.00.001.30.000 - \$8,000

Key Strategic Action 5 Details

Key Strategic Action 5: CTE teachers will provide hands-on instruction in their field of study to engage students and make connections to the real world.

Progress Measure (Lead): CTE teachers will implement at least one hands-on learning activity or project per grading period.

Outcome Measure (Lag): Increase in student engagement and understanding of real-world applications in CTE courses.

Dates/Timeframes: Quarterly

Staff Responsible for Monitoring: Curriculum, Administration, CTE Teachers

Problem Statements: Student Success 1, 8, 11, 13, 14 - Human Capital 5, 7 - Financial Stewardship 4, 11

Funding Sources: Computers, carts, printers, and technology items for CTE courses - 163 - Career & Technical Education (CTE) - 163.11.6398.00.001.22.000 - \$91,000, Reading materials for CTE classes - 163 - Career & Technical Education (CTE) - 163.11.6329.00.001.22.000 - \$1,000, Instructional supplies to support CTE courses - 163 - Career & Technical Education (CTE) - 163.11.6399.00.001.22.000 - \$29,000, Travel for student trips - field trips - 163 - Career & Technical Education (CTE) - 163.11.6494.00.001.22.000 - \$5,000, Staff travel for CTSO competitions - 163 - Career & Technical Education (CTE) - 163.36.6411.00.001.22.000 - \$7,000, Student travel for CTSO competitions - 163 - Career & Technical Education (CTE) - 163.11.6412.00.001.22.000 - \$5,000, Student CTSO membership fees - 163 - Career & Technical Education (CTE) - 163.36.6495.xx.001.22.xxx - \$5,000, Presenters to work with CTE students - 163 - Career & Technical Education (CTE) - 163.11.6219.xx.001.22.xxx - \$5,000, Competitions to support CTE students - entrance fees - 163 - Career & Technical Education (CTE) - 163.36.6412.00.001.22.000 - \$5,000, Instructional supplies to support CTE courses - 163 - Career & Technical Education (CTE) - 163.11.6395.00.001.22.000 - \$24,000, Industry Based Certifications (Law and Floral Design) - 163 - Career & Technical Education (CTE) - 163.11.6239.00.001.22.000 - \$5,000, Fingerprinting and license application fees - Law - 163 - Career & Technical Education (CTE) - 163.11.6499.00.001.22.000 - \$5,000, Misc. technology items for CTE courses - 163 - Career & Technical Education (CTE) - 163.11.6395.00.001.22.000 - \$20,000

Goal 4 Problem Statements:

Student Success

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

Problem Statement 3: English I EOC Approaches scored dropped 1% last year, Meets maintained the same scores, and Masters increased by 1 %; however, all scores are below the district averages and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 4: English II EOC Approaches scored dropped 2% last year, while Meets and Masters maintained the same scores; however, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 5: Algebra I EOC Approaches and Masters scores improved by 3% and 1%, respectively, and Meets scores decreased by 1%. All scores are below the district and state averages. **Root Cause:** Not enough time for the Algebra team to plan together.

Problem Statement 6: Biology EOC scores maintained the same at the Approaches level, but Meets scores declined by 16% and Masters scores declined by 5%. All scores are below the district and state averages. **Root Cause:** We had a new Biology team, several of whom were first year teachers obtaining their certification. Additionally, we had some staffing changes mid-year due to a military PCS move.

Problem Statement 7: US History scores maintained the same at the Approaches level. Meets decreased by 1 %, and Masters decreased by 4 %. **Root Cause:** Several team members were new to teaching US History, and the US History team did not consistently plan together.

Problem Statement 8: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Problem Statement 9: AP scores are lower than the district and state in the majority of content areas. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Student Success

Problem Statement 10: Though KHS made great improvements in the area of CCMR last year, AP/Dual Credit enrollment numbers remain low in some content areas. **Root Cause:** Students and parents need more education about advanced coursework, how it figures into GPA, and how it affects their options for college.

Problem Statement 11: Though KHS has made great improvements in the area of CCMR last year, we need to push to continue growing so we can achieve an "A" rating in the area of CCMR. **Root Cause:** The state is increasing the rigor of CCMR requirements.

Problem Statement 12: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 13: Students have limited access to up-to-date technology. **Root Cause:** We are not a 1:1 campus, so teachers have to share computer/iPad carts. Some carts are slow, taking up class time to boot/load/etc.

Problem Statement 14: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions during Power Hour, before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Human Capital

Problem Statement 4: AP scores are lower than the district and state in the majority of content areas. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Problem Statement 5: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Problem Statement 6: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 7: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions during Power Hour, before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Financial Stewardship

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

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

Problem Statement 4: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Problem Statement 5: US History scores maintained the same at the Approaches level. Meets decreased by 1 %, and Masters decreased by 4 %. **Root Cause:** Several team members were new to teaching US History, and the US History team did not consistently plan together.

Problem Statement 6: Biology EOC scores maintained the same at the Approaches level, but Meets scores declined by 16% and Masters scores declined by 5%. All scores are below the district and state averages. **Root Cause:** We had a new Biology team, several of whom were first year teachers obtaining their certification. Additionally, we had some staffing changes mid-year due to a military PCS move.

Financial Stewardship

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Problem Statement 10: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 11: Data shows that KHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. **Root Cause:** Lack of accountability for truancy.

Priority 2: Human Capital

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

Key Strategic Action 1 Details

Key Strategic Action 1: Killeen High School is committed to creating a positive work environment for the staff by holding elections for positions such as campus representatives on the District Employee Advocacy Committee. Through this committee, teachers have a peer representative to voice their concerns over policy, conduct, and employee relations not only at the campus level but also at the district level.

Progress Measure (Lead): Climate at KHS will be reported as mostly positive in staff surveys conducted throughout the year.

Outcome Measure (Lag): Teachers will develop stronger peer relationships resulting in a positive work environment, which will directly affect the educational experiences of students.

Dates/Timeframes: Quarterly

Staff Responsible for Monitoring: Principal, Dean of Instruction

Problem Statements: Human Capital 8

Key Strategic Action 2 Details

Key Strategic Action 2: Killeen High School will serve as a host campus to clinical teachers, participate in job fairs, and provide team-building activities with staff.

Progress Measure (Lead): Killeen HS will continuously interview for allocated positions within the campus.

Outcome Measure (Lag): Killeen HS will staff 100% of its allocated positions and retain as many staff members as possible in the 2024-25 school year

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Principal, Dean of Instruction

Collaborating Departments: Administration Team

Problem Statements: Human Capital 8

Goal 1 Problem Statements:

Human Capital

Problem Statement 8: Challenges in staffing specialized positions, such as special education, CTE, and core-content teachers persist. **Root Cause:** There is a high demand and limited supply of qualified candidates for these specialized roles. These candidates may even take a cut in pay to work in education instead of their fields of study.

Priority 2: Human Capital

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

Key Strategic Action 1 Details

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

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

Outcome Measure (Lag): At the start of the school year, the curriculum office will be fully staffed with one Dean, and well as one CIC and four CISs - each focusing on a specific content area.

Staff Responsible for Monitoring: Dean of Instruction, Principal

Problem Statements: Student Success 3, 4, 5, 6, 7, 8, 12 - Human Capital 5, 6 - Financial Stewardship 4, 5, 6, 7, 8, 9, 10

Funding Sources: Salary for Dean of Instruction - 211 - ESEA, Title I Part A - 211.23.6119.00.001.30.000 - \$106,000, Salary for CIS Allocations - 211 - ESEA, Title I Part A - 211.13.6119.00.001.30.000 - \$325,000

Key Strategic Action 2 Details

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

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

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

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Principal, Dean of Instruction

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

Funding Sources: Salaries for additional teachers - 211 - ESEA, Title I Part A - 211.11.6119.00.001.30.000 - \$160,000

Key Strategic Action 3 Details

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

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

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

Dates/Timeframes: Annually

Staff Responsible for Monitoring: Principal, Dean of Instruction

Collaborating Departments: Administration Team

Problem Statements: Student Success 1, 2, 14 - Human Capital 7 - Financial Stewardship 1, 11

Funding Sources: Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.001.30.000 - \$37,000, At-Risk Aide - 166 - State Comp Ed - 166.11.6122.00.001.30.AR0 - \$30,000

Goal 2 Problem Statements:

Student Success

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

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

Problem Statement 3: English I EOC Approaches scored dropped 1% last year, Meets maintained the same scores, and Masters increased by 1 %; however, all scores are below the district averages and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

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Human Capital

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Problem Statement 4: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Problem Statement 5: US History scores maintained the same at the Approaches level. Meets decreased by 1 %, and Masters decreased by 4 %. **Root Cause:** Several team members were new to teaching US History, and the US History team did not consistently plan together.

Problem Statement 6: Biology EOC scores maintained the same at the Approaches level, but Meets scores declined by 16% and Masters scores declined by 5%. All scores are below the district and state averages. **Root Cause:** We had a new Biology team, several of whom were first year teachers obtaining their certification. Additionally, we had some staffing changes mid-year due to a military PCS move.

Problem Statement 7: Algebra I EOC Approaches and Masters scores improved by 3% and 1%, respectively, and Meets scores decreased by 1%. All scores are below the district and state averages. **Root Cause:** Not enough time for the Algebra team to plan together.

Problem Statement 8: English II EOC Approaches scored dropped 2% last year, while Meets and Masters maintained the same scores; however, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 9: English I EOC Approaches scored dropped 1% last year, Meets maintained the same scores, and Masters increased by 1 %; however, all scores are below the district averages and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 10: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 11: Data shows that KHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. **Root Cause:** Lack of accountability for truancy.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details

Key Strategic Action 1: Professional development will be provided for teachers and administrators to improve their instructional practices to best support our students.

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

Outcome Measure (Lag): By the end of the 2024-2025 school year, the number of teachers attending professional development will increase in all content areas.

Dates/Timeframes: Quarterly

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

Collaborating Departments: Administration Team, Curriculum

Problem Statements: Student Success 9, 12, 14 - Human Capital 4, 6, 7 - Financial Stewardship 1, 3, 10

Funding Sources: Professional development for teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.001.30.000 - \$20,000, Subs for teachers at professional development - 211 - ESEA, Title I Part A - 211.13.6299.00.001.30.000 - \$10,000, Professional development for administrators - 211 - ESEA, Title I Part A - 211.23.6411.00.001.30.000 - \$10,000

Key Strategic Action 2 Details

Key Strategic Action 2: KHS will implement a coaching program, such as Get Better Faster Coaching across the campus.

Progress Measure (Lead): All teachers will participate in a coaching program to gain more instructional capacity in the classroom.

Outcome Measure (Lag): All teachers will have received coaching per the requirements of the selected coaching program.

Dates/Timeframes: Quarterly

Staff Responsible for Monitoring: Principal, Dean of Instruction, CIC, CISs, Administration Team

Problem Statements: Student Success 2, 3, 4, 5, 6, 7, 8, 9, 12, 14 - Human Capital 4, 5, 6, 7 - Financial Stewardship 3, 4, 5, 6, 7, 8, 9, 10

Funding Sources: Contracted Coaching for all KHS staff - 211 - ESEA, Title I Part A - 211.13.6299.00.001.30.000 - \$200,000

Key Strategic Action 3 Details

Key Strategic Action 3: Staff will attend professional development training including content-specific PD targeting the needs of at-risk learners, emergent bilingual students, economically disadvantaged students, G/T students, CTE students and all students with social emotional needs. Administration staff will support teachers in and monitor the implementation of strategies learned in these trainings.

Progress Measure (Lead): To continuously provide professional development programs which improve 100% of teacher growth in the areas of Gradual Release of Responsibility (GRR), classroom management, differentiated instruction, bridging gaps, relationship building, and increased rigor. We will disaggregate all student needs by using multiple measures of student data and plan the professional development accordingly throughout the school year.

Outcome Measure (Lag): Teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.

Dates/Timeframes: Monthly and Summer 2025

Staff Responsible for Monitoring: Principal, Dean of Instruction, CIC, CISs, Department Leads

Problem Statements: Student Success 2, 3, 4, 5, 6, 7, 8, 9, 12, 14 - Human Capital 4, 5, 6, 7 - Financial Stewardship 3, 4, 5, 6, 7, 8, 9, 10

Funding Sources: Teacher professional development targeting at-risk students - 166 - State Comp Ed - 166.13.6411.00.001.30.AR0 - \$10,000, Subs for teachers of at-risk students - 166 - State Comp Ed - 166.13.6299.SB.001.30.AR0 - \$2,000, Administrator professional development targeting at-risk students - 166 - State Comp Ed - 166.23.6411.00.001.30.AR0 - \$5,000, Counselor professional development targeting at-risk students - 166 - State Comp Ed - 166.31.6411.00.001.30.AR0 - \$3,000, Professional Development for Counselors - 211 - ESEA, Title I Part A - 211.31.6411.00.001.30.000 - \$6,000

Key Strategic Action 4 Details

Key Strategic Action 4: Provide meetings for new teachers monthly to support them in best practice implementation, technology use, special programs facilitation, and any other needs identified.

Progress Measure (Lead): To continuously provide professional development programs which improve 100% of teacher growth in the areas of Gradual Release of Responsibility (GRR), classroom management, differentiated instruction, and improved content rigor. We will disaggregate all student needs by using multiple measures of student data and plan the professional development accordingly throughout the school year.

Outcome Measure (Lag): Increase skill set of new teachers and see increase in implementation of strategies.

Dates/Timeframes: Monthly

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

Collaborating Departments: Curriculum

Problem Statements: Student Success 2, 3, 4, 5, 6, 7, 8, 9, 14 - Human Capital 4, 5, 7 - Financial Stewardship 3, 4, 5, 6, 7, 8, 9

Goal 3 Problem Statements:

Student Success

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

Problem Statement 3: English I EOC Approaches scored dropped 1% last year, Meets maintained the same scores, and Masters increased by 1 %; however, all scores are below the district averages and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Student Success

Problem Statement 4: English II EOC Approaches scored dropped 2% last year, while Meets and Masters maintained the same scores; however, all scores are below the district and state averages. **Root Cause:** We had a mix of seasoned and new teachers who did not consistently plan together.

Problem Statement 5: Algebra I EOC Approaches and Masters scores improved by 3% and 1%, respectively, and Meets scores decreased by 1%. All scores are below the district and state averages. **Root Cause:** Not enough time for the Algebra team to plan together.

Problem Statement 6: Biology EOC scores maintained the same at the Approaches level, but Meets scores declined by 16% and Masters scores declined by 5%. All scores are below the district and state averages. **Root Cause:** We had a new Biology team, several of whom were first year teachers obtaining their certification. Additionally, we had some staffing changes mid-year due to a military PCS move.

Problem Statement 7: US History scores maintained the same at the Approaches level. Meets decreased by 1 %, and Masters decreased by 4 %. **Root Cause:** Several team members were new to teaching US History, and the US History team did not consistently plan together.

Problem Statement 8: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Problem Statement 9: AP scores are lower than the district and state in the majority of content areas. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Problem Statement 12: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 14: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions during Power Hour, before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Human Capital

Problem Statement 4: AP scores are lower than the district and state in the majority of content areas. **Root Cause:** Teachers need more professional development and resources to help them raise the rigor to better prepare students for the AP exam.

Problem Statement 5: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

Problem Statement 6: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 7: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions during Power Hour, before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Financial Stewardship

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

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

Financial Stewardship

Problem Statement 4: EB students' EOC scores are consistently lower than the district and state averages across the board. **Root Cause:** General education teachers lack the resources and instructional strategies they need to target EB students in their classes.

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Problem Statement 10: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Priority 2: Human Capital

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

Key Strategic Action 1 Details

Key Strategic Action 1: Provide staff surveys regarding job satisfaction to gauge school climate. In addition, staff will be provided the opportunity to set goals and self-reflect on their own job performance as well as receive supervisor input.

Progress Measure (Lead): 100% of staff will have the opportunity to receive job-performance feedback in the 2024-25 school year through formal and informal channels.

Outcome Measure (Lag): Increase positive climate and staff connection with the campus.

Dates/Timeframes: Throughout the year

Staff Responsible for Monitoring: Principal, Dean of Instruction, Administration Team

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details

Key Strategic Action 1: The Site-Based Decision-Making Committee will collaborate in the evaluation process of our Campus Improvement Plan. The committee will submit feedback to the campus on how well we are utilizing our resources to accomplish our goals and areas that have become a concern.

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

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

Dates/Timeframes: Monthly and Quarterly

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

Problem Statements: Student Success 12, 13 - Human Capital 6 - Financial Stewardship 10

Funding Sources: Refreshments for approved Parent/SBDM Meetings - 211 - ESEA, Title I Part A - 211.11.6499.00.001.30.000 - \$1,000

Goal 1 Problem Statements:

Student Success

Problem Statement 12: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 13: Students have limited access to up-to-date technology. **Root Cause:** We are not a 1:1 campus, so teachers have to share computer/iPad carts. Some carts are slow, taking up class time to boot/load/etc.

Human Capital

Problem Statement 6: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Financial Stewardship

Problem Statement 10: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details

Key Strategic Action 1: The Site-Based Decision-Making Committee will collaborate in the evaluation process of our Campus Improvement Plan. The committee will submit feedback to the campus on how well we are utilizing our resources to accomplish our goals and areas that have become a concern.

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

Outcome Measure (Lag): We will engage stakeholders to contribute to the evaluation process and perceive it as transparent and open.

Dates/Timeframes: Quarterly

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

Problem Statements: Student Success 1, 11, 13, 14 - Human Capital 7 - Financial Stewardship 11

Goal 2 Problem Statements:

Student Success

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

Problem Statement 11: Though KHS has made great improvements in the area of CCMR last year, we need to push to continue growing so we can achieve an "A" rating in the area of CCMR. **Root Cause:** The state is increasing the rigor of CCMR requirements.

Problem Statement 13: Students have limited access to up-to-date technology. **Root Cause:** We are not a 1:1 campus, so teachers have to share computer/iPad carts. Some carts are slow, taking up class time to boot/load/etc.

Problem Statement 14: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions during Power Hour, before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Human Capital

Problem Statement 7: Many students are not engaged in lessons, especially the At-Risk population. The vast majority do not participate in tutoring or interventions during Power Hour, before/after school or on Saturdays. Those who do attend are not always actively engaged in the content. **Root Cause:** Many teachers need more resources, encouragement and support to develop more engaging lessons and try new methods to reach these students that may be out of their comfort zones. Teachers who are more comfortable with this need administrative support to develop the confidence and leadership skills to help others accomplish this.

Financial Stewardship

Problem Statement 11: Data shows that KHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. **Root Cause:** Lack of accountability for truancy.

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Killeen High School will be well maintained and safe.</p> <p>Progress Measure (Lead): Damage and/or structural issues will be reported in a timely manner so they may be repaired. Custodians keep the school clean and well maintained. Metal detectors will be used daily, and all reports of bullying, planned fights, etc. will be investigated immediately with the aim to find a viable and timely resolution.</p> <p>Outcome Measure (Lag): By the end of the 2024-2025 school year, the number of violent and/or threatening referrals (Fighting/Mutual Combat, Assault, Weapons, Threats, Bullying, Harassments) will drop from 124 to under 100.</p> <p>Dates/Timeframes: Monthly</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principals, Custodians</p> <p>Collaborating Departments: Building Maintenance</p> <p>Problem Statements: Student Success 2</p> <p>Funding Sources: SEL Counselor attend Conferences focused on the SEL work to connect with students - 211 - ESEA, Title I Part A - 211.31.6411.00.001.30.000 - \$2,000, Professional Development for Counselors - 211 - ESEA, Title I Part A - 211.31.6411.00.001.30.000 - \$6,000</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Implement a Parent Liaison Role to Enhance Family Engagement and Support to improve communication, foster strong relationships, and provide targeted support to parents and guardians, ensuring they are active partners in their children's education.</p> <p>Progress Measure (Lead): Implementing a Parent Liaison will strengthen communication and relationships between the school and families, with the goal of increasing parent participation by 10% each quarter and achieving an 85% satisfaction rate, ultimately leading to improved student success.</p> <p>Outcome Measure (Lag): By the end of the school year, we aim to achieve a 30% increase in family participation and a more positive school culture where parents and students feel supported and engaged.</p> <p>Dates/Timeframes: Quarterly</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, SBDM Committee, Parent Liaison</p> <p>Problem Statements: Student Success 1, 2, 11, 12 - Human Capital 6 - Financial Stewardship 10, 11</p> <p>Funding Sources: Resources for families - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.001.24.PAR - \$1,000, Parent Liaison Supplemental Pay for Parent and Family Nights outside of the school day - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6121.00.001.24.PAR - \$2,000, Online Resources - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.OL.001.24.PAR - \$500, Parenting Resources such as books, pamphlets and print shop - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.00.001.24.PAR - \$604</p>

Goal 3 Problem Statements:

Student Success

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

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

Problem Statement 11: Though KHS has made great improvements in the area of CCMR last year, we need to push to continue growing so we can achieve an "A" rating in the area of CCMR. **Root Cause:** The state is increasing the rigor of CCMR requirements.

Problem Statement 12: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Human Capital

Problem Statement 6: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Financial Stewardship

Problem Statement 10: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. **Root Cause:** Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.

Problem Statement 11: Data shows that KHS has a significantly higher percentage of chronic absenteeism and a lower attendance rate than the district average. **Root Cause:** Lack of accountability for truancy.

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Paraprofessionals that aspire to be teachers in Killeen ISD are encouraged to participate in cohorts that will assist them in earning their alternative teaching certificate.</p> <p>Progress Measure (Lead): Teaching vacancies on campus will be minimal as more paraprofessionals become District of Innovation teachers on the path to being fully certified.</p> <p>Outcome Measure (Lag): Increased morale on campus among paraprofessionals receiving this district support as well as increased positive culture on campus of growing our employees to reach their own and district goals.</p> <p>Dates/Timeframes: Monthly</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>Problem Statements: Student Success 12 - Human Capital 6 - Financial Stewardship 10</p>

Goal 4 Problem Statements:

Student Success
<p>Problem Statement 12: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. Root Cause: Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.</p>
Human Capital
<p>Problem Statement 6: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. Root Cause: Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.</p>
Financial Stewardship
<p>Problem Statement 10: While KHS has made progress in providing quality interventions for EOC's, improvement is needed in creating a systematic approach to providing targeted interventions based on individual student data. Root Cause: Teachers need more support in pulling and analyzing data to sort students into purposeful intervention groups.</p>