

Killeen Independent School District

C.E. Ellison High School

2024-2025

Accountability Rating: Not Rated



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Student success is our ultimate goal. After the rezoning of feeder schools, Ellison has more students who are far below the district and state academic standards level. These goals are to help all our students with success.

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.

Goal 1.2 All students will 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.

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

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

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

Prepare student with resources and incentives to earn CCMR.

Student Success Strengths

*Ellison High School has a diverse student population.

*Ellison High School made an "A" on CCMR with over 80%.

Problem Statements Identifying Student Success Needs

Problem Statement 1: The number of 9th and 10th grade students failing multiple courses is high. **Root Cause:** Students lack an understanding of how credits effect promotion to the next grade level.

Problem Statement 2: EHS trails the district and state averages for "Approaches" in ELA I, ELA II, and Biology STAAR performance. **Root Cause:** Students are not able to read at grade level.

Problem Statement 3: EHS trails the district and state averages for "Approaches" in Algebra I STAAR performance. **Root Cause:** Students are performing below grade level due to a lack of algebraic and mathematical literacy.

Problem Statement 4: EHS trails the district and state averages for "Meets", and "Masters" in ELA I, ELA II, Biology, Algebra I, and US History STAAR performance. **Root Cause:** Students are not being challenged beyond the "Approaches" level.

Problem Statement 5: EB students require additional academic support to succeed in course work as well as state testing. **Root Cause:** Teachers lack knowledge of implementing ELPS strategies.

Problem Statement 6: CTE students need to engage in more training and development opportunities to enhance their abilities to certify in their area of interest. **Root Cause:** Teachers are not communicated with effectively in regards to purpose, deadlines and benefits.

Problem Statement 7: Students identified as gifted and talented are underperforming on advanced level testing and coursework. **Root Cause:** Students are not given rigorous learning opportunities consistently.

Problem Statement 8: Economically Disadvantaged students at EHS trail the district and state average for English I, English II, and Algebra I End of Course Exams. **Root Cause:** Students lack reading skills and algebraic and mathematical literacy.

Problem Statement 9: Number of students involved in extracurricular activities or after school clubs is below 75% sustained involvement. **Root Cause:** Students are unaware of all of the offerings provided at the campus.

Problem Statement 10: Parents need increased connection to campus activities and better understanding of interventions in place to help students succeed. **Root Cause:** Parents are not always aware of interventions occurring on campus to help students succeed.

Problem Statement 11: Improved supervision of hallways is needed to reduce occurrence of students wandering during class. **Root Cause:** High numbers of students are tardy to class or seek to leave class for non-instructional reasons.

Problem Statement 12: Additional furniture is needed to supply students with separate spaces for academic interventions. **Root Cause:** At-Risk students receiving academic and SEL intervention require spaces separate from the traditional classroom setting to work with teachers and counselors.

Problem Statement 13: Tutoring times are needed outside the regular school day to maximize teachers' ability to meet students' academic needs both in person and via Teams. **Root Cause:** Students require tutoring outside of the regular bell schedule.

Problem Statement 14: Additional laptops are needed to ensure maximum laptop access for teachers seeking to use technology during instruction. **Root Cause:** Many teachers share classroom laptop sets with other classrooms.

Human Capital

Human Capital Summary

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

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

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

Ensure our campus and departments are adequately staffed with qualified personnel.

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 and coaching walks.

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 improvements through an open door policy and anonymous surveys to get feedback on campus environment, then to make corrections where needed.

Human Capital Strengths

*Strong Teacher Leaders in place in the four core content areas.

*Increased focus on student-centered instruction.

*All students are encouraged to challenge themselves to rigorous honors-level coursework.

*Academic systems are in place to support instruction through AVID, CTE, Honors, AP, and dual-credit courses.

*Campus alumni are wanting to come back as employees in all areas and work to make a difference on the campus.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Administrators and teachers need ongoing professional development to improve the ability to meet the needs of specific accountability subgroups. **Root Cause:** Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.

Problem Statement 2: CTE teachers require updated information about advances in their fields of instruction. **Root Cause:** CTE teachers do not attend regular training that provides updates in their fields. They lack campus intra-department support.

Problem Statement 3: EHS teachers struggle to provide differentiated instruction for GT learners. **Root Cause:** EHS instructional strategies do not address GT needs in a separate context; embedded differentiation is required for GT learners within the classroom setting.

Problem Statement 4: CTE and core teachers need to bridge the gap of understanding each other's content to support reading and writing. **Root Cause:** There is no set time to understand each other and plan cross-curricular opportunities and collaboration.

Problem Statement 5: EHS trails the district and state averages for "Approaches" in ELA I, ELA II, and Biology STAAR performance. **Root Cause:** Secondary teachers are not trained on how to bridge the gap between elementary and high school reading levels.

Problem Statement 6: EHS trails the district and state averages for "Meets", and "Masters" in ELA I and ELA II STAAR performance. **Root Cause:** Teachers are more focused on students who are struggling rather than extending the learning for those students who are above "Approaches".

Financial Stewardship

Financial Stewardship Summary

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.

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.

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.

Goal 3.4 District operational departments 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.

Financial Stewardship Strengths

*Students and parents are well informed through Smore notifications to parents and the Student Activities Coordinator and Principal keep our Facebook and Instagram pages updated regularly to communicate information about sports, clubs, activities, testing and other events on campus.

* A continuous effort is made to put a spotlight on all the positive things happening at Ellison through social media, KISD social media pages, school board meetings, and local news outlets.

*Lots of students are involved in activities such as athletics, fine arts, and various other organizations and clubs.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: Teachers need time to study student data and effective teaching strategies collectively using the district-adopted protocol tools. **Root Cause:** PLC's provide administrative knowledge for the majority of the gathered time.

Problem Statement 2: CTE classes are not fully equipped with the technology tools needed for student success. **Root Cause:** Not all students have their own access to the needed technology tools for engagement.

Problem Statement 3: With the rise in school intruders nationwide, safety continues to be a priority. **Root Cause:** EHS has a high number of access points.

Problem Statement 4: Allocating the correct funds to expenditures throughout the year must be a priority. **Root Cause:** The budget continues to increase in complexity.

Problem Statement 5: Reliable processes must be in place to ensure all students have a device to access LMS (Coursework), EOC, PSAT, SAT, MAP, CUA, CCMR, TSI. Interim

EOC, and others as needed. **Root Cause:** All exams - state and national are moving towards online only testing. Coursework also is moving away from paper instruction towards digital platforms.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: 1.1.a. Recruit and retain students in Fine Arts, Athletics, and scholastic events, including clubs and extracurricular activities.</p> <p>Progress Measure (Lead): Ellison High School will establish itself as a campus known for Student Connectedness. Students at EHS will readily tell others about their commitment to extracurricular activities and will understand how these commitments improve student academic performance. All EHS students will find a meaningful, personal connection to EHS via involvement in an extracurricular activity of their choice.</p> <p>Outcome Measure (Lag): Percentage of students involved in an extracurricular/after school club will increase from 66% to 75%.</p> <p>Dates/Timeframes: 24-25 School year</p> <p>Staff Responsible for Monitoring: Campus Principal, Student Activities Coordinator, Campus Athletic Coordinator, Campus Assistant Athletic Coordinator, Campus Fine Arts Department</p> <p>Collaborating Departments: Athletics, Fine Arts</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Success 1, 9</p>

Key Strategic Action 2 Details

Key Strategic Action 2: EHS will contract with Dr. Eric Cupp for small-group interventions for At-Risk students struggling with both academic and social issues in the high school setting.

Progress Measure (Lead): Students classified as At-Risk who have failing grades or who are being assigned to DAEP.

Outcome Measure (Lag): Reduced number of class failures for At-Risk students, and reduced number of DAEP placements for At-Risk students.

Dates/Timeframes: 2024-2025 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Lead Counselor

Collaborating Departments: Curriculum Office, Guidance Office & Discipline AP Office

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 1

Funding Sources: Funding for Dr. Cupp - 166 - State Comp Ed - 166.11.6299.00.002.30.AR0 - \$26,400

Key Strategic Action 3 Details

Key Strategic Action 3: EHS will invest CTE funds to provide for student travel to competitions for CTE students.

Progress Measure (Lead): Number of students involved in CTE activities.

Outcome Measure (Lag): Number of students participating in travel for CTE competitions.

Dates/Timeframes: 2024-2025 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Student Activities Coordinator.

Collaborating Departments: CTE

Problem Statements: Student Success 6

Funding Sources: Funding for Student Travel for Competitions for CTE Students - 163 - Career & Technical Education (CTE) - 163.36.6412.00.002.22.000 - \$30,000,

Funding for Student Travel for Competitions for CTE Students - 163 - Career & Technical Education (CTE) - 163.11.6494.00.002.22.000 - \$33,000

Key Strategic Action 4 Details

Key Strategic Action 4: EHS will invest in CTE student training, development, supplies, data tracking, and leadership via CTE funds.

Progress Measure (Lead): Number of students involved in CTE activities.

Outcome Measure (Lag): Number of students taking on leadership roles in CTE organizations.

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Principal, Dean of Instruction, Student Activities Coordinator

Collaborating Departments: CTE

Problem Statements: Student Success 6

Funding Sources: Funding for CTE Student Training, Development, & Leadership - 163 - Career & Technical Education (CTE) - 163.11.6239.00.002.22.000 - \$10,000, Funding for CTE general supplies - 163 - Career & Technical Education (CTE) - 163.11.6399.00.002.22.000 - \$5,000, Funding for CTE Evaluation System - 163 - Career & Technical Education (CTE) - 163.11.6299.00.002.22.000 - \$540

Key Strategic Action 5 Details

Key Strategic Action 5: EHS will invest in technology tools for CTE classes to enhance student ability to engage with course content.

Progress Measure (Lead): Number of CTE classes with class sets of laptops for student use.

Outcome Measure (Lag): Number of CTE classes with class sets of laptops for student use.

Dates/Timeframes: 2024-2025 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction

Collaborating Departments: CTE

Problem Statements: Financial Stewardship 2

Funding Sources: Funding for CTE Technology - 163 - Career & Technical Education (CTE) - 163.11.6398.00.002.22.000 - \$70,160, Funding for CTE Technology - 163 - Career & Technical Education (CTE) - 163.11.6394.00.002.22.000 - \$4,300

Key Strategic Action 6 Details

Key Strategic Action 6: EHS will use Title 1 funds to provide activities and refreshments for Title 1 parent meetings with the goal of improving parent connection to campus activities and parent understanding of interventions in place to help students succeed.

Progress Measure (Lead): Number of parents attending Title 1 meetings and activities.

Outcome Measure (Lag): Survey feedback from parents concerning campus activities and campus responsiveness to concerns.

Dates/Timeframes: 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction.

Problem Statements: Student Success 9, 10

Funding Sources: Funding for Parent Connection Events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.002.24.PAR - \$1,500, Funding for Supplies for Activities for Parent Connection Events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.002.24.PAR - \$3,882, Funding for Parenting Resources such as books, pamphlets, and print shop - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.002.24.PAR - \$1,500

Key Strategic Action 7 Details

Key Strategic Action 7: EHS will provide supplemental intervention spaces for At-Risk students with furniture, technology, and materials for both academic and SEL intervention in spaces apart from regular classroom environments.

Progress Measure (Lead): Number of students receiving At-Risk intervention in either academic or SEL areas.

Outcome Measure (Lag): Number of At-Risk students improving STAAR scores and reducing disciplinary referrals.

Dates/Timeframes: 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction.

Problem Statements: Student Success 12

Funding Sources: Funding for Separate Furniture for Student Intervention - 211 - ESEA, Title I Part A - 211.11.6393.00.002.30.000 - \$20,000

Key Strategic Action 8 Details

Key Strategic Action 8: EHS will invest in laptop classroom sets and updated calculators to maximize teacher ability to schedule use of classroom technology.

Progress Measure (Lead): Number of classroom laptop or iPad sets available for teacher use.

Outcome Measure (Lag): Number of classroom laptop or iPad sets in use for teacher use.

Dates/Timeframes: 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction.

Funding Sources: Funding for Classroom Technology - 211 - ESEA, Title I Part A - 211.11.6398.00.002.30.000 - \$66,400, Funding for Math/Science Classroom Calculators - 211 - ESEA, Title I Part A - 211.11.6399.00.002.30.000 - \$30,000, Funding for Classroom Technology - Charging Cart(s) - 211 - ESEA, Title I Part A - 211.11.6394.00.002.30.000 - \$8,600

Key Strategic Action 9 Details

Key Strategic Action 9: EHS will invest in learning opportunities for GT students, including field-based learning opportunities in the community.

Progress Measure (Lead): Connect classroom learning to real-world scenarios.

Outcome Measure (Lag): Increase in student enrollment in AP or DC courses.

Dates/Timeframes: 24-25 school year

Staff Responsible for Monitoring: Principal, Dean of Instruction, GT Coordinator, GT Teachers

Collaborating Departments: Core Content

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Student Travel - 177 - Gifted/Talented - 177.11.6412.TR.002.21.000 - \$3,539

Goal 1 Problem Statements:

Student Success

Problem Statement 1: The number of 9th and 10th grade students failing multiple courses is high. **Root Cause:** Students lack an understanding of how credits effect promotion to the next grade level.

Problem Statement 6: CTE students need to engage in more training and development opportunities to enhance their abilities to certify in their area of interest. **Root Cause:** Teachers are not communicated with effectively in regards to purpose, deadlines and benefits.

Problem Statement 9: Number of students involved in extracurricular activities or after school clubs is below 75% sustained involvement. **Root Cause:** Students are unaware of all of the offerings provided at the campus.

Problem Statement 10: Parents need increased connection to campus activities and better understanding of interventions in place to help students succeed. **Root Cause:** Parents are not always aware of interventions occurring on campus to help students succeed.

Problem Statement 12: Additional furniture is needed to supply students with separate spaces for academic interventions. **Root Cause:** At-Risk students receiving academic and SEL intervention require spaces separate from the traditional classroom setting to work with teachers and counselors.

Financial Stewardship

Problem Statement 2: CTE classes are not fully equipped with the technology tools needed for student success. **Root Cause:** Not all students have their own access to the needed technology tools for engagement.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in all STAAR-tested content areas. (ELA I, ELA II, Alg. I, Biology, US History.)

Key Strategic Action 1 Details

Key Strategic Action 1: At-risk students will be provided opportunities for targeted small group interventions and in-class collaboration as a proactive approach to specified demographics, particularly EB, AA, H, and all student subgroups in English I, English II, Biology, and US History during targeted before, during, after school, and Saturday tutoring sessions with an emphasis on writing.

Progress Measure (Lead): Expect and Inspect short or extended constructed responses on Reading and writing, Biology, and US History benchmarks

Increase use of the Benchmark Data Protocol in PLCs to identify instructional strengths and weaknesses

Establish intervention times and utilize evidence based programs, universal screening data, and benchmark data to provide identified students with targeted interventions

Outcome Measure (Lag): Percentage of students passing the English I EOC will increase from 64% to 75%.

Percentage of students passing the English II EOC will increase from 67% to 77%.

Percentage of students increasing from approaches to meets in English I from 40% to 45%.

Percentage of students increasing from approaches to meets in English II from 44% to 50%.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, Campus Instructional Specialist, Campus Instructional Coach

Collaborating Departments: ELAR, ESL

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 4, 5

Funding Sources: At Risk Intervention Teacher (Position Closed) - 166 - State Comp Ed - 166.11.6119.00.002.30.AR0 - \$12,470

Key Strategic Action 2 Details

Key Strategic Action 2: EHS will create an ELA teaching position with Title 1 funds to improve student performance on STAAR ELA I and ELA II.

Progress Measure (Lead): STAAR scores from 23-24.

Outcome Measure (Lag): STAAR scores from 24-25.

Dates/Timeframes: 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction.

Collaborating Departments: English Department.

Problem Statements: Student Success 2, 4

Funding Sources: Funding for Title 1 ELA Teacher Positions - 211 - ESEA, Title I Part A - 211.11.6119.00.002.30.000 - \$100,000

Key Strategic Action 3 Details

Key Strategic Action 3: EHS will invest in district-approved supplementary instructional software such as IXL, Maneuvering in the Middle, Lowman Social Studies, iCivics, Scientific Minds, etc., grade-level novels, and technology tools to assist ELL learners in performing on TELPAS and STAAR. It will also provide professional development opportunities for ELL teachers.

Progress Measure (Lead): STAAR "Meets" percentage for ELL students in ELA I, ELA II, and Algebra II for 23-24 school year.

Outcome Measure (Lag): STAAR "Meets" percentage for ELL students in ELA I, ELA II, and Algebra II for 24-25 school year.

Dates/Timeframes: 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Campus Instructional Specialist.

Collaborating Departments: ELA and Math Departments.

Problem Statements: Student Success 5 - Human Capital 1

Funding Sources: Funding for Software Purchases for ELL Classes - 165/ES0 - ELL - 165.11.6299.OL.002.25.ES0, Funding for Professional Development for ELL Teachers - 165/ES0 - ELL - 165.13.6411.00.002.25.ES0 - \$2,945.50, Funding for Technology Devices for ELL Classes. - 165/ES0 - ELL - 165.11.6398.00.002.25.ES0 - \$8,224.50

Key Strategic Action 4 Details

Key Strategic Action 4: EHS will invest in an outside consultant to provide research and evidence-based strategies for building the capacity of English teachers.

Progress Measure (Lead): Percentage of students scoring Meets on STAAR Eng. I and Eng. II in 23-24.

Outcome Measure (Lag): Percentage of students scoring Meets on STAAR Eng. I and Eng. II in 24-25.

Dates/Timeframes: 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction, CIS, English Teacher Leader

Collaborating Departments: ELA Dept.

Funding Sources: Funding for ELA Tutoring - 211 - ESEA, Title I Part A - 211.11.6118.CA.002.30.000 - \$20,000

Key Strategic Action 5 Details

Key Strategic Action 5: EHS will invest in district-approved supplementary instructional software such as IXL and Maneuvering in the Middle to assist at-risk learners in performance on STAAR.

Progress Measure (Lead: STAAR performance from 23-24 school year on ELA I, ELA II, and Alg. I.

Outcome Measure (Lag): 5% improvement in STAAR scores for ELA I, ELA II, and Alg. I.

Dates/Timeframes: 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction

Collaborating Departments: English Dept. & Math Dept.

Problem Statements: Student Success 2, 4

Funding Sources: Funding for IXL and Maneuvering the Middle Software. - 166 - State Comp Ed - 166.11.6299.OL.002.30.AR0 - \$21,830, Funding for IXL and Maneuvering the Middle Software. - 166 - State Comp Ed - 166.11.6299.OL.002.30.AR0 - \$10,000

Key Strategic Action 6 Details

Key Strategic Action 6: EHS will invest in additional classroom teaching supplies for teachers to use in STAAR-tested content areas.

Progress Measure (Lead: STAAR performance from the 23-24 school year.

Outcome Measure (Lag): 5% increase in STAAR scores during 24-25 school year.

Dates/Timeframes: 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction.

Collaborating Departments: English, Math, Science, Social Studies.

Problem Statements: Student Success 2, 4

Funding Sources: Funding for Classroom Teaching Supplies. - 166 - State Comp Ed - 166.11.6399.00.002.30.AR0 - \$13,765

Key Strategic Action 7 Details

Key Strategic Action 7: EHS will invest in instructional supplies for the ELL classroom and lab.

Progress Measure (Lead: TELPAS performance of EB students in 23-24.

Outcome Measure (Lag): TELPAS performance of EB students in 24-25.

Dates/Timeframes: 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction, ELL Teacher.

Collaborating Departments: ELL Department.

Problem Statements: Student Success 5

Funding Sources: Funding for Instructional Supplies - 165/ES0 - ELL - 165.11.6399.00.002.25.ES0 - \$1,500

Goal 2 Problem Statements:

Student Success

Problem Statement 2: EHS trails the district and state averages for "Approaches" in ELA I, ELA II, and Biology STAAR performance. **Root Cause:** Students are not able to read at grade level.

Problem Statement 4: EHS trails the district and state averages for "Meets", and "Masters" in ELA I, ELA II, Biology, Algebra I, and US History STAAR performance. **Root Cause:** Students are not being challenged beyond the "Approaches" level.

Problem Statement 5: EB students require additional academic support to succeed in course work as well as state testing. **Root Cause:** Teachers lack knowledge of implementing ELPS strategies.

Human Capital

Problem Statement 1: Administrators and teachers need ongoing professional development to improve the ability to meet the needs of specific accountability subgroups. **Root Cause:** Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.

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: At-risk students will be provided opportunities for targeted small group interventions and in-class collaboration as a proactive approach to specified demographics, particularly EB, AA, H, and all student subgroups in English I and English II during targeted before, during, after school, and Saturday tutoring sessions.

Progress Measure (Lead): Increase use of the Benchmark Data Protocol in PLCs to identify instructional strengths and weaknesses. Teachers will implement daily use of guardrails to ensure student needs are being met.

Establish intervention times and utilize evidence-based programs, universal screening data, and benchmark data to provide identified students with targeted interventions

Outcome Measure (Lag): The percentage of students passing the Algebra I EOC will increase from 64% to 70%.

The percentage of students increasing from approaches to meets in Algebra I from 18% to 25%.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, Campus Instructional Specialist, Campus Instructional Coach

Collaborating Departments: Curriculum and Math

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3, 4, 5

Key Strategic Action 2 Details

Key Strategic Action 2: EHS will create a Title 1 Math Teacher Position to improve STAAR scores in Algebra I.

Progress Measure (Lead): STAAR Algebra I scores from 23-24.

Outcome Measure (Lag): STAAR Algebra I scores from 24-25.

Dates/Timeframes: 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction

Collaborating Departments: Math Department

Problem Statements: Student Success 3

Funding Sources: Funding for Title 1 Math Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.002.30.000 - \$75,000

Key Strategic Action 3 Details

Key Strategic Action 3: EHS will invest in an outside consultant to provide evidence and research-based professional learning opportunities for Algebra I teachers to have proven strategies to drive improvement in STAAR scores.

Progress Measure (Lead): Percentage of Math STAAR scores at Meets in 23-24 school year.

Outcome Measure (Lag): Percentage of Math STAAR scores at Meets in 24-25 school year.

Dates/Timeframes: 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction, CIS, Math Teacher Leader

Collaborating Departments: Math Dept.

Funding Sources: Funding for Math Tutoring - 211 - ESEA, Title I Part A - 211.11.6118.CA.002.30.000 - \$20,000

Goal 3 Problem Statements:

Student Success

Problem Statement 3: EHS trails the district and state averages for "Approaches" in Algebra I STAAR performance. **Root Cause:** Students are performing below grade level due to a lack of algebraic and mathematical literacy.

Problem Statement 4: EHS trails the district and state averages for "Meets", and "Masters" in ELA I, ELA II, Biology, Algebra I, and US History STAAR performance. **Root Cause:** Students are not being challenged beyond the "Approaches" level.

Problem Statement 5: EB students require additional academic support to succeed in course work as well as state testing. **Root Cause:** Teachers lack knowledge of implementing ELPS strategies.

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: 1.4.a. Create and sustain a college and career framework to inform stakeholders of college and career opportunities

Progress Measure (Lead: EHS staff will become fluent in the expectations of state accountability for CCMR indicators. Evidence of Goals will include increased student awareness of and participation in campus CTE programs, a college-going culture published using pennants, posters, and banners throughout the building for programmatic systems such as AVID, Leadership, JROTC, and AP Programs, and targeted instructional practices geared toward TSIA, SAT, and ACT Prep.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, Campus Instructional Specialist, Campus Instructional Coach

Collaborating Departments: CTE, AVID, Leadership, JROTC

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 6, 7

Goal 4 Problem Statements:

Student Success

Problem Statement 1: The number of 9th and 10th grade students failing multiple courses is high. **Root Cause:** Students lack an understanding of how credits effect promotion to the next grade level.

Problem Statement 6: CTE students need to engage in more training and development opportunities to enhance their abilities to certify in their area of interest. **Root Cause:** Teachers are not communicated with effectively in regards to purpose, deadlines and benefits.

Problem Statement 7: Students identified as gifted and talented are underperforming on advanced level testing and coursework. **Root Cause:** Students are not given rigorous learning opportunities consistently.

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

Progress Measure (Lead): Updated spreadsheet with any vacancy positions will be provided by the Principal Secretary.

Outcome Measure (Lag): All vacancy positions will be filled and the turnover rate will continue to stay low.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, Campus Instructional Specialist, Campus Instructional Coach, Principal Secretary

Collaborating Departments: District HR, Campus Administration

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Problem Statements: Human Capital 1, 4

Key Strategic Action 2 Details

Key Strategic Action 2: EHS will invest in CTE teachers by funding CTE Teacher Membership fees with CTE funds.

Progress Measure (Lead): Number of CTE teachers active in extracurricular organizations.

Outcome Measure (Lag): Percentage of CTE teachers with active memberships in their respective extracurricular organizations.

Dates/Timeframes: 2024-2025 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Curriculum Secretary

Collaborating Departments: CTE

Problem Statements: Student Success 6

Funding Sources: Funding for CTE Teacher Membership Fees - 163 - Career & Technical Education (CTE) - 163.13.6495.00.002.22.000 - \$5,000

Goal 1 Problem Statements:

Student Success

Problem Statement 6: CTE students need to engage in more training and development opportunities to enhance their abilities to certify in their area of interest. **Root Cause:** Teachers are not communicated with effectively in regards to purpose, deadlines and benefits.

Human Capital

Problem Statement 1: Administrators and teachers need ongoing professional development to improve the ability to meet the needs of specific accountability subgroups. **Root Cause:** Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.

Problem Statement 4: CTE and core teachers need to bridge the gap of understanding each other's content to support reading and writing. **Root Cause:** There is no set time to understand each other and plan cross-curricular opportunities and collaboration.

Priority 2: Human Capital

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: EHS will support all teachers by providing access to the admin team collectively so they can provide insight into the "Ellison Way, give a heads-up on upcoming events and deadlines, allow teachers a chance to ask questions about school programs, grading, interventions, planning, bringing clarity to misconceptions, and celebrating successes.</p> <p>Progress Measure (Lead): The Curriculum Team will provide guidance and support to all new personnel at Ellison High School through a mentor/buddy system and finding quality professional development opportunities.</p> <p>Outcome Measure (Lag): 80% of teachers will state that they have had opportunities to grow professionally and contribute to the campus climate and culture of Ellison.</p> <p>Dates/Timeframes: May 2025</p> <p>Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, Campus Instructional Specialist, Campus Instructional Coach</p> <p>Collaborating Departments: Curriculum Team and Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Human Capital 1 - Financial Stewardship 1</p>

Goal 2 Problem Statements:

Human Capital
<p>Problem Statement 1: Administrators and teachers need ongoing professional development to improve the ability to meet the needs of specific accountability subgroups. Root Cause: Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.</p>
Financial Stewardship
<p>Problem Statement 1: Teachers need time to study student data and effective teaching strategies collectively using the district-adopted protocol tools. Root Cause: PLC's provide administrative knowledge for the majority of the gathered time.</p>

Priority 2: Human Capital

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

Key Strategic Action 1 Details

Key Strategic Action 1: Ellison High School will establish itself as a campus known for relevant, high-quality staff development opportunities that improve instruction and increase student learning. EHS teachers will be and will perceive themselves to be, gaining mastery of their content and their collective efficacy as instructional leaders.

Progress Measure (Lead): The curriculum office will find professional development opportunities for teachers to grow in their learning through off-campus opportunities and consultants brought to the campus.

Outcome Measure (Lag): 100% of EHS teachers will engage in some form of PD experience, either within KISD or outside the district, within the scope of the 24-25 school year and the summer of 2025.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: Dean of Instruction, Campus Instructional Specialist, Campus Instructional Coach

Collaborating Departments: Curriculum Office, Budget Office

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Human Capital 1, 2, 3

Funding Sources: Funding for Core Content PD Opportunities for Teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.002.30.000 - \$20,000, Funding for GT Professional Development for teachers/CIS/CIC such as APSI, Gifted Plus Equity or the Texas Professional Development Summit - 177 - Gifted/Talented - 177.13.6411.00.002.21.000 - \$10,775, Funding for GT Professional Development: Admin - 177 - Gifted/Talented - 177.23.6411.00.002.21.000 - \$4,000, Subs for teachers attending PD - 211 - ESEA, Title I Part A - 211.13.6299.00.002.30.SUB - \$7,790, Funding for Core Content PD Opportunities for Teachers - 166 - State Comp Ed - 166.13.6411.00.002.30.AR0 - \$13,765

Key Strategic Action 2 Details

Key Strategic Action 2: EHS will invest in professional development opportunities for CTE teachers using CTE funds.

Progress Measure (Lead): Number of teachers assigned to CTE classes.

Outcome Measure (Lag): Number of teachers receiving PD opportunities in their field.

Dates/Timeframes: 2024-2025 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction.

Collaborating Departments: CTE

Problem Statements: Human Capital 2

Funding Sources: Funding for CTE Professional Development - 163 - Career & Technical Education (CTE) - 163.13.6411.00.002.22.000 - \$20,000, Funding for CTE PD Registration Fees - 163 - Career & Technical Education (CTE) - 163.13.6239.00.002.22.000 - \$5,000

Key Strategic Action 3 Details

Key Strategic Action 3: EHS will use Title 1 funds to create Curriculum Administration positions to effectively manage staff, maximize teacher growth and development support, and improve Tier 1 instruction for all students.

Progress Measure (Lead): STAAR results from 2024

Outcome Measure (Lag): STAAR results from 2025

Dates/Timeframes: 2024-2025 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction

Problem Statements: Student Success 8 - Human Capital 1, 3, 5

Funding Sources: Funding for English Campus Instructional Specialist Position. - 211 - ESEA, Title I Part A - 211.13.6119.00.002.30.000 - \$101,000, Funding for Dean of Instruction - 211 - ESEA, Title I Part A - 211.23.6119.00.002.30.000 - \$100,000, Funding for Math Campus Instructional Specialist Position - 211 - ESEA, Title I Part A - 211.13.6119.00.002.30.000 - \$85,000

Goal 3 Problem Statements:

Student Success

Problem Statement 8: Economically Disadvantaged students at EHS trail the district and state average for English I, English II, and Algebra I End of Course Exams. **Root Cause:** Students lack reading skills and algebraic and mathematical literacy.

Human Capital

Problem Statement 1: Administrators and teachers need ongoing professional development to improve the ability to meet the needs of specific accountability subgroups. **Root Cause:** Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.

Problem Statement 2: CTE teachers require updated information about advances in their fields of instruction. **Root Cause:** CTE teachers do not attend regular training that provides updates in their fields. They lack campus intra-department support.

Problem Statement 3: EHS teachers struggle to provide differentiated instruction for GT learners. **Root Cause:** EHS instructional strategies do not address GT needs in a separate context; embedded differentiation is required for GT learners within the classroom setting.

Problem Statement 5: EHS trails the district and state averages for "Approaches" in ELA I, ELA II, and Biology STAAR performance. **Root Cause:** Secondary teachers are not trained on how to bridge the gap between elementary and high school reading levels.

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: Ellison High School will continue to prioritize teacher and administrator mastery of the TTESS teacher evaluation system, especially with regard to the implications of the Teacher Incentive Allotment.

Progress Measure (Lead): EHS campus administration will engage in Coaching Walks together to calibrate TTESS observation feedback to teachers. The EHS Curriculum Team will lead the campus in a series of internal Coaching Walks at different times of the school year.

Outcome Measure (Lag): EHS will increase the number of teachers receiving TIA by 25% by the end of the 24-25 school year.

Dates/Timeframes: May 2025

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

Collaborating Departments: Curriculum Team and Campus Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Human Capital 1, 4

Key Strategic Action 2 Details

Key Strategic Action 2: EHS will continue ongoing practice of conducting staff/student/parent surveys to receive feedback on campus culture and operations every spring and winter.

Progress Measure (Lead): Assessment of survey feedback from previous year.

Outcome Measure (Lag): Assessment of current survey feedback.

Dates/Timeframes: 2024-2025 school year.

Staff Responsible for Monitoring: Principal, Dean of Instruction, EHS Curriculum Team.

Collaborating Departments: Admin Team.

Goal 4 Problem Statements:

Human Capital

Problem Statement 1: Administrators and teachers need ongoing professional development to improve the ability to meet the needs of specific accountability subgroups. **Root Cause:** Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.

Problem Statement 4: CTE and core teachers need to bridge the gap of understanding each other's content to support reading and writing. **Root Cause:** There is no set time to understand each other and plan cross-curricular opportunities and collaboration.

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Ellison High School will continue to improve the appearance and function of its physical plant through improved maintenance procedures, and creative solutions to limitations that exist with the physical plant.</p> <p>Progress Measure (Lead): EHS will invest in improvements to the campus environment to promote a student-friendly climate that encourages pride in the campus grounds and positive interaction.</p> <p>Outcome Measure (Lag): EHS will have working restrooms, bleachers, and technology to make students feel welcome. A safe space will be sectioned out for students to congregate during lunch.</p> <p>Dates/Timeframes: May 2025</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Custodians</p> <p>Collaborating Departments: Custodial Staff, Administration, Technology Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Financial Stewardship 3, 4</p>

Goal 1 Problem Statements:

Financial Stewardship
<p>Problem Statement 3: With the rise in school intruders nationwide, safety continues to be a priority. Root Cause: EHS has a high number of access points.</p> <p>Problem Statement 4: Allocating the correct funds to expenditures throughout the year must be a priority. Root Cause: The budget continues to increase in complexity.</p>

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Ellison High School will improve its monitoring of budget and activity account funds throughout the school year, to ensure instructional priorities and budget priorities are aligned with a goal to spend campus funds in accordance with academic needs and goals, and to receive a positive report from district leadership on annual audit of activity accounts.</p> <p>Progress Measure (Lead): All items needed to be purchased for ancillary materials, software, technology, supplies, and instructional supports will be purchased and used by campus with fidelity.</p> <p>Outcome Measure (Lag): 100% of funds spent throughout the year will stay in accordance with state and federal guidelines. EHS will be in 100% compliance with audits.</p> <p>Dates/Timeframes: 24-25 School Year</p> <p>Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, Student Activities Coordinator, Budget Secretary, Principal Secretary</p> <p>Collaborating Departments: Curriculum Office, Budget Office, SBDM Committee</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Financial Stewardship 2, 4</p>

Goal 2 Problem Statements:

Financial Stewardship
<p>Problem Statement 2: CTE classes are not fully equipped with the technology tools needed for student success. Root Cause: Not all students have their own access to the needed technology tools for engagement.</p> <p>Problem Statement 4: Allocating the correct funds to expenditures throughout the year must be a priority. Root Cause: The budget continues to increase in complexity.</p>

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: Ellison High School will implement required safety protocols in order to provide a safe and healthy learning environment for all.</p> <p>Progress Measure (Lead): EHS staff and students will be trained on bullying prevention and reporting.</p> <p>Outcome Measure (Lag): EHS will have 0% of reports on bullying.</p> <p>Dates/Timeframes: 24-25 School Year</p> <p>Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, SEL, Assistant Principal (Safety)</p> <p>Collaborating Departments: Counselors, Curriculum Team, Campus Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Financial Stewardship 1, 3, 4</p>

Goal 3 Problem Statements:

Financial Stewardship
<p>Problem Statement 1: Teachers need time to study student data and effective teaching strategies collectively using the district-adopted protocol tools. Root Cause: PLC's provide administrative knowledge for the majority of the gathered time.</p> <p>Problem Statement 3: With the rise in school intruders nationwide, safety continues to be a priority. Root Cause: EHS has a high number of access points.</p> <p>Problem Statement 4: Allocating the correct funds to expenditures throughout the year must be a priority. Root Cause: The budget continues to increase in complexity.</p>

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: Ellison High School will improve its ability to respond to staff reports of facilities needs, by making use of a special email account: ehsworkorders@killeenisd.org. EHS will keep the administration posted on the state of facilities by implementing a monthly walk-around meeting between the custodial crew and administration. EHS will implement regular interior and exterior door checks to ensure doors are locked during instruction.</p> <p>Progress Measure (Lead): The number of work orders will be inputted in a timely manner. Custodial staff will keep administration up to date on any needs for work orders to include but not limited to leaks from rain, broken desks, broken tables, broken or damaged tile, etc.</p> <p>Outcome Measure (Lag): Weekly audit of work orders will decrease. Facilities will be cleaned and in working order.</p> <p>Dates/Timeframes: May 2025</p> <p>Staff Responsible for Monitoring: Campus Administration, Custodial Staff</p> <p>Collaborating Departments: Campus Administration and Custodial Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Financial Stewardship 3, 4</p>

Goal 4 Problem Statements:

Financial Stewardship
<p>Problem Statement 3: With the rise in school intruders nationwide, safety continues to be a priority. Root Cause: EHS has a high number of access points.</p> <p>Problem Statement 4: Allocating the correct funds to expenditures throughout the year must be a priority. Root Cause: The budget continues to increase in complexity.</p>