Killeen Independent School District

Early College High School

2023-2024 Formative Review with Notes

Mission Statement

Empower all students to achieve their potential.

Vision

Through positive relationships, rigorous content, and relevance, ECHS will empower all students so they can fulfill their potential in a diverse and global society.

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Goals

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, 80% of tested students will meet or exceed the Level II Standard and 40% will meet the Postsecondary Readiness Standard as measured by STAAR/EOC in English I, Algebra I, Biology I, English II, and US History by May 2028.

Evaluation Data Sources: Level II Phase-in I and Level II Final Performance on STAAR / EOC Exams

Strategy 1 Details	Reviews
Strategy 1: All teachers will be trained in AVID strategies. AVID curriculum will help prepare AVID students to be successful in Honors and Dual Credit classes. **Strategy's Expected Result/Impact:** Certification of all ECHS teachers to be AVID trained. Improved student achievement in all areas of academics. **Staff Responsible for Monitoring:** AVID District Coordinator Principal Assistant Principal AVID Campus Coordinator **Problem Statements:** Student Learning 5, 9 - School Processes & Programs 1	**Nov** **November Evidence of Progress** **25%** Our AVID team is currently assisting teachers with implementation of collaboration strategies in the classroom. They plan on hosting professional development for the campus in the spring. **Jan** **January Evidence of Progress** **50%** Our AVID teams continues to work with teachers on best practices. For example, all teachers use a scholar starter. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: All core teachers will have mandatory and built in tutoring for students Monday-Thursday. Additional tutoring will be offered twice a week. AVID Tutorials will be implemented twice weekly through the AVID class. **Strategy's Expected Result/Impact:** Track student attendance within HERO. Track student success on formative and summative grades and EOC exams. **Staff Responsible for Monitoring:** Principal AVID Teachers AVID Coordinator Assistant Principals Curriculum Director **Problem Statements:** Demographics 2 - Student Learning 4, 8 - School Processes & Programs 1	**Nov** 50% **November Evidence of Progress** Teachers currently offer tutorials during the week during Power Hour. They are required to host one mandatory tutorial and three open tutorials during this time. AVID is currently implementing AVID tutorials in their classes. **Jan** 75% **January Evidence of Progress** We have built upon our first semester tutoring policy and now have open tutorials every morning. Each day there is a subject teacher available for tutoring. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: At-risk students will receive small group tutoring 3 times per week in core subjects that will target content knowledge and CCMR readiness skills. **Strategy's Expected Result/Impact:** Track student attendance with HERO. Track student success on formative and summative grades and EOC exams. Proactive reflection and increased knowledge of college ready skills in reference to plagiarism and being college and TSIA ready. **Staff Responsible for Monitoring:** Principal CIS Teachers Counselors Assistant Principals **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 3, 4, 5, 8	**Nov** 50% **November Evidence of Progress** Our At-Risk teacher is currently pushing into classrooms and meeting with at-risk students to assist in their educational needs, which includes having them plan out their tutorials for Power Hour during the week with their teachers. **Jan** 70% **January Evidence of Progress** Our at-risk teacher continues to meet with our scholars in and outside of the classroom. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**
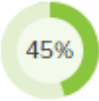
Strategy 4 Details	**Reviews**

Strategy 4: Track and monitor the performance of at-risk, EB and SPED students to better help them succeed on the EOC tests.

Strategy's Expected Result/Impact: Quantitative data will provide areas of greatest need to be addressed through tutoring and other forms of intervention.

Staff Responsible for Monitoring: Principal
CIS
Counselor
Teachers
Assistant Principals

TEA Priorities:
Build a foundation of reading and math
Problem Statements: Student Learning 1, 2, 4, 8

Nov — 25%
November Evidence of Progress
The admin team is currently working with staff that oversee these programs to determine current interventions.

Jan — 50%
January Evidence of Progress
Interventions are based on individual scholar needs. Teacher tutorials and targeted interventions are available.

Mar
March Evidence of Progress

June
June Evidence of Progress

Strategy 5 Details	**Reviews**

Strategy 5: Assess and diagnose student learning gaps towards TSIA college entrance requirements to provide differentiation, interventions, and remediation.

Strategy's Expected Result/Impact: Increased TSIA completion results
ECHS students make transition to CTC campus.

Staff Responsible for Monitoring: Administration
Counselors
PATH Teachers
Teachers

Problem Statements: Student Learning 3

Nov — 25%
November Evidence of Progress
The campus is currently attempting to purchase a diagnostic program that will assist with determining learning gaps for TSIA.

Jan — 50%
January Evidence of Progress
TSIA is a major priority for ECHS and tutoring and remediation of the content is not only done by teachers, but the district provided a boot camp and we are waiting on approval for a digital program.

Mar
March Evidence of Progress

June
June Evidence of Progress

Strategy 6 Details	Reviews
Strategy 6: Teachers will create a literary magazine/yearbook where writing will be published. **Strategy's Expected Result/Impact:** Literary magazine/ yearbook increased student writing achievement. **Staff Responsible for Monitoring:** Principal Yearbook Sponsor Creative Writing Sponsor **Problem Statements:** School Processes & Programs 3 - Perceptions 1, 2	**Nov** **November Evidence of Progress** **50%** The principal is working with our yearbook and journalism teachers to create these products. **Jan** **January Evidence of Progress** **65%** ECHS has a newspaper and yearbook. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 7 Details	Reviews
Strategy 7: Create professional development opportunities for teachers to attend the Advanced Placement Institutes and any training/conferences to enhance the learning at the appropriate level of rigor for the gifted students. **Strategy's Expected Result/Impact:** Increase teacher preparation for AP courses. Increase rigor for each course taught. **Staff Responsible for Monitoring:** Principal Curriculum Director **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **Problem Statements:** Student Learning 9 - School Processes & Programs 1	**Nov** **November Evidence of Progress** **50%** There have been some teachers that have attended PD this year that targets GT learning. The campus will continue to approve PD that will assist our teachers to implement strategies for GT students. **Jan** **January Evidence of Progress** **60%** Calls for PD have gone out and we are awaiting the responses to plan summer PD. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 8 Details	Reviews
Strategy 8: ECHS scholars will be exposed to a variety of college opportunities through our AVID program by attending college days in-person or virtually, investigating colleges of interest to determine degrees offered, and attending college fairs in-person or virtually. **Strategy's Expected Result/Impact:** Students in the GT program or identified as At-Risk will visit multiple college campuses through their 4 years at ECHS **Staff Responsible for Monitoring:** Principal Assistant Principals AVID Coordinator GT Coordinator At-Risk Counselor **TEA Priorities:** Connect high school to career and college - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 9 - School Processes & Programs 1	**Nov** 25% **Jan** 50% **Mar** **June**	**November Evidence of Progress** Our AVID teachers are currently working on scheduling college tours for the Spring of 2024. **January Evidence of Progress** Not only through AVID, but GearUp, our scholars are starting to have exposure to colleges. **March Evidence of Progress** **June Evidence of Progress**

Strategy 9 Details	Reviews
Strategy 9: All students in grades 11 will take the PSAT exam and the data will be utilized to assist teachers with planning and implementation of rigorous instruction. **Strategy's Expected Result/Impact:** Increase in overall PSAT scores. PSAT for 11th Grade will serve as a quantitative benchmark for future analysis. **Staff Responsible for Monitoring:** Principal Counselor Teachers **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3, 4, 8	**Nov** 100% **Jan** 100% **Mar** 100% **June**	**November Evidence of Progress** 11th grade students took the PSAT on October 26, 2023. **January Evidence of Progress** 11th grade students took the PSAT on October 26, 2023. **March Evidence of Progress** **June Evidence of Progress**

Strategy 10 Details	Reviews

Strategy 10: Saturday Academy and after-school tutoring sessions will be provided for at-risk and ESL/ELL students who are struggling academically in the four core subject areas.
 	
    Strategy's Expected Result/Impact: Track student attendance with sign in sheets. Track student success on formative and summative grades and EOC exams.
 	
    Staff Responsible for Monitoring: Principal
Assistant Principals
Teacher
 	
    Problem Statements: Demographics 2 - Student Learning 1, 4, 5, 6, 7, 8
	Nov **November Evidence of Progress**
	50% The campus has held 3 Super Saturdays to provide tutorials for at-risk and EB students for the fall semester. There are plans to host 3-4 spring Super Saturday tutorials as well.
	
	Jan **January Evidence of Progress**
	70% The campus continues to hold Saturday sessions and in school tutorials for at-risk and EB scholars.
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 11 Details	Reviews

Strategy 11: ELA teachers will incorporate best practice, research-based instructional strategies in classes to include use of scaffolding, reinforcing metacognitive skills, using data to determine student strengths and areas of improvement, and providing one-on-one conferences with students that help determine reading and writing skill improvement. Data will be used to plan lessons at the appropriate level of depth and complexity for all ELA TEKS.
 	
    Strategy's Expected Result/Impact: Increased number of students passing English and the English I & II EOC exams.
 	
Proactive reflection and increased knowledge of college ready skills in reference to plagiarism and being college and TSI ready.
 	
    Staff Responsible for Monitoring: ELA Teacher Leader
Curriculum Director
 	
    Problem Statements: Demographics 2 - Student Learning 4, 6, 8
	Nov **November Evidence of Progress**
	25% The campus is currently working with ELAR teachers to provide PD that will target increased depth and complexity of content that will assist with transferable skills.
	
	Jan **January Evidence of Progress**
	50% Teachers use formative/summative, MAP, CUA, interims and quick checks to ascertain progress and create curriculum.
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 12 Details	Reviews
Strategy 12: At-risk students in reading classes will be provided with additional support in a variety of ways, to include differentiated instruction in reading comprehension, preparation in college and career readiness skills needed for graduation, and tutorials during and after school and on weekends to address academic gaps and instructional needs. **Strategy's Expected Result/Impact:** Increased number of at risk students passing English and the English I & II EOC exams. Proactive reflection and increased knowledge of college ready skills in reference to plagiarism and being college and TSI ready. **Staff Responsible for Monitoring:** ELA Teacher Leader Curriculum Director **Problem Statements:** Demographics 2 - Student Learning 4, 6, 8	**Nov** 50% **November Evidence of Progress** ECHS has implemented a PATH Reading and a PATH Writing course for incoming at-risk 9th graders that struggle with reading and writing. **Jan** 60% **January Evidence of Progress** ECHS continues to have a PATH Reading and a PATH Writing course for incoming at-risk 9th graders that struggle with reading and writing. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 13 Details	Reviews
Strategy 13: Implement organization strategies as an effective instructional strategy in classroom, focusing on ELL students. **Strategy's Expected Result/Impact:** Decrease the achievement gap for all ELL students by 10% on STAAR EOC assessments **Staff Responsible for Monitoring:** Principal ESL Teacher All Core Teachers PATH/AVID Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	**Nov** 25% **November Evidence of Progress** The campus is currently working on providing classroom support for EB students. **Jan** 45% **January Evidence of Progress** We continue to work on providing classroom support for EB scholars. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 14 Details	Reviews
Strategy 14: ESL lab will employ language learning software, conduct EOC Tutoring, and use EOC Study Supplies and differentiation tools to address the individual learning needs of ELL students. This software should strengthen ELL reading and writing skills that are needed across all contents. **Strategy's Expected Result/Impact:** Decrease the achievement gap for all ELL students by 10% on STAAR EOC assessments. **Staff Responsible for Monitoring:** Principal ELL Teacher CIS All Core Teachers **Problem Statements:** Student Learning 1	**Nov** **November Evidence of Progress** 25% The campus is currently working on providing classroom support for EB students. **Jan** **January Evidence of Progress** 20% ECHS is currently using curricular resources to support our scholars. No software has been purchased to date. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 15 Details	Reviews
Strategy 15: ECHS will add CTE Courses to its program and will be available to students to ensure they know how to successfully navigate college, career and military readiness after high school. ECHS will also provide opportunities outside the campus, such as field trips and observations, to educate and expose students to workforce pathways related to CTE courses. **Strategy's Expected Result/Impact:** Provide students to have exposure to college, career and military readiness courses. Increase the quality of the curriculum through the integration of CTE courses within core subjects. Ensure students can succeed in any chosen path after high school. **Staff Responsible for Monitoring:** Principal Curriculum Director CTE teachers CTE Supervisors **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 9 - School Processes & Programs 1	**Nov** **November Evidence of Progress** 50% ECHS has added 4 additional CTE courses to the 3 in existence. The campus is working with CTE teachers to provide enriching field trips that will support CTE. **Jan** **January Evidence of Progress** 70% We are planning to grow and expand this program to all juniors and seniors. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 16 Details	Reviews
Strategy 16: ECHS will design and implement a Bridge Camp for incoming 9th grade students transitioning to high school. The At Risk Program team will develop and provide additional components within the bridge camp that target the needs of our At Risk and Educationally Disadvantaged students. **Strategy's Expected Result/Impact:** The bridge camp will address student academic readiness and achievement gaps, provide TSI preparation and assessment, as well as building a culture of collaborative learning through team building activities. **Staff Responsible for Monitoring:** Principal Curriculum Director Assistant Principals Lead Teachers **Problem Statements:** Student Learning 4, 5	**Nov** **November Evidence of Progress** 20% ECHS has set the dates for their 2024 Bridge Camp along with dates for TSIA2 testing for incoming 9th graders. **Jan** **January Evidence of Progress** 45% We are creating the bridge camp since the lottery has just been run. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

| Strategy 17 Details	Reviews
Strategy 17: Create professional development opportunities for CTE teachers to attend any training/conferences to enhance the learning at the appropriate level of rigor for students in CTE courses. **Strategy's Expected Result/Impact:** Increase access to CTE courses at ECHS. Increase teacher knowledge of CTE content courses. **Staff Responsible for Monitoring:** Principal Curriculum Director CTE Supervisor **Problem Statements:** Student Learning 9 - School Processes & Programs 1	**Nov** **November Evidence of Progress** 50% 2 of our CTE teachers have attended PD in relations to their course. **Jan** **January Evidence of Progress** 60% Teachers are now implementing strategies from PD into their classrooms. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 18 Details	Reviews
Strategy 18: ECHS will purchase instructional furniture (writable tables) to Improve instruction and academic achievement of CTE students. **Strategy's Expected Result/Impact:** Increase the quality of the curriculum through the integration of CTE courses within core subjects. Ensure students can succeed in any chosen path after high school. **Staff Responsible for Monitoring:** Principal Curriculum Director **Problem Statements:** Student Learning 9	**Nov** — **November Evidence of Progress** This is in the approval process. 10% **Jan** — **January Evidence of Progress** ECHS is awaiting the tables to be used for CTE courses. 20% **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: By monitoring the progress of all student groups (race/ethnicity, special education, EB, economically disadvantaged, gifted and talented), strengthening the instructional core, and implementing RtI with fidelity, Index 2 will reflect a 4% increase in the percent of tested students meeting or exceeding one year of academic progress, and Index 3 will exceed the state performance and show growth over district performance in 2022-2023.

Evaluation Data Sources: STAAR / EOC Results
Advance Placement (AP) Test Results

Strategy 1 Details	Reviews

Strategy 1: Provide opportunities for teachers/staff to attend the DuFour Institute, AVID, and the Growth Mindset for professional development with an emphasis on increasing the academic achievement of at-risk learners and gifted/talented learners.
 	
Teachers to be trained in the following methodologies through professional development:
DuFour/Solution Tree
Lead4ward
Growth Mindset
AVID
    Strategy's Expected Result/Impact: Teachers will actively implement learning strategies from training into classroom lessons and use data collected from assessments to evaluate student achievement.
    Staff Responsible for Monitoring: Principal
AVID coordinator
Curriculum Director
CIS
DuFour, Growth Mindset and Lead4ward Presenters
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools
    Problem Statements: Demographics 2 - Student Learning 1, 2, 4, 8, 9 - School Processes & Programs 2
	Nov **November Evidence of Progress**
	Survey sent for spring and summer PD in DuFour
	20%
	
	Jan **January Evidence of Progress**
	DuFour best practices are implemented through the PLC process: content, year group and whole school PLC.
	50%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: ELL teacher will support ELL students in both "push-in" and "pull-out" instructional settings. Academic content vocabulary will be "pre-taught" whenever possible. ELL teacher will collaborate with regular education classroom teachers to ensure that vocabulary and literacy skills taught in small group are transferring to classwork in the regular education classroom. The ELL teacher will utilize various strategies and technological platforms to ensure ELL students are successful in all courses, primarily core content. **Strategy's Expected Result/Impact:** Increased achievement of ELL students passing the core subjects **Staff Responsible for Monitoring:** LEP Tutor Principal **Problem Statements:** Student Learning 1	**Nov** — **November Evidence of Progress** 20% — Ensuring all ELAR teachers are ESL trained and using strategies **Jan** — **January Evidence of Progress** 45% — Teachers continue to use ESL and best practices to serve our EB scholars. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Provide staff with understanding and knowledge on how to effectively implement and track focus on 504's and IEPS accommodations within the classroom to best serve our students in need. **Strategy's Expected Result/Impact:** Increased achievement of 504 and SPED students in core classes and EOC exams. Student achievement will continue to rise as they are supported in their classes. **Staff Responsible for Monitoring:** Campus Facilitator for Special Programs District 504 Coordinator assistance District SPED assistance Assistant Principals Principal **Problem Statements:** Student Learning 1, 2, 3, 4, 6, 7	**Nov** — **November Evidence of Progress** 20% — AP, Campus Facilitator and At Risk team meet with teachers throughout the nine weeks to ensure implementation. **Jan** — **January Evidence of Progress** 45% — As aforementioned, we continue to work with teachers to not only track, but understand best practices. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 4 Details	Reviews

Strategy 4: Increase teacher, counselor and administrator's knowledge to engage student learning and success. Staff will attend various workshops and PD opportunities to address particular areas of weakness in our African American, Economically Disadvantaged, SPED and ELL populations.
 	
    Strategy's Expected Result/Impact: Increased student exposure to technology to generate interest and success for all students.
    Staff Responsible for Monitoring: Principal
LPAC Coordinator
ESL Teacher
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Problem Statements: Student Learning 1
	Nov **November Evidence of Progress**
	Survey sent for PD requests
	10%
	
	Jan **January Evidence of Progress**
	PD requests being set up by need.
	25%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 5 Details	Reviews

Strategy 5: SPED students will utilize academic software in order to increase academic success.
    Strategy's Expected Result/Impact: Improved performance of SPED students on the EOC.
    Staff Responsible for Monitoring: Principal
 	
    Problem Statements: Demographics 2 - Student Learning 2
	Nov **November Evidence of Progress**
	Delta Math is used in all math course. Exploration of software to meet needs.
	30%
	
	Jan **January Evidence of Progress**
	As aforementioned, but also looking into other electronic means of instruction.
	50%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 6 Details	**Reviews**

Strategy 6: Track and monitor the performance of at-risk, ELL and SPED students to better help them succeed on the EOC tests.
 	
    Strategy's Expected Result/Impact: Quantitative data will provide areas of greatest need to be addressed through tutoring and other forms of intervention.
    Staff Responsible for Monitoring: Principal
Counselor
Teachers
 	
    Problem Statements: Demographics 2 - Student Learning 1, 4, 8
	Nov **November Evidence of Progress**
	30% AP, Campus Facilitator and At Risk team meet with teachers throughout the nine weeks to ensure implementation.
	
	Jan **January Evidence of Progress**
	50% As we start a new semester, the team is looking at first semester data and breaking down gaps and needs in learning.
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 7 Details	**Reviews**

Strategy 7: Identify at risk students who are struggling academically and socially and provide encouragement to improve academic performance.
 	
    Strategy's Expected Result/Impact: Improved academic performance for at-risk students by providing strategies and interventions to meet their academic needs.
    Staff Responsible for Monitoring: Principal
Counselor
 	
    Problem Statements: Demographics 2 - Student Learning 4, 8
	Nov **November Evidence of Progress**
	20% AP, Campus Facilitator and At Risk team meet with scholars on a weekly basis on a one on one manner to track grades, mental health and connectedness.
	
	Jan **January Evidence of Progress**
	50% The whole support team works through individual sessions, AVID class, peer mentoring, awards, pep rallies and tutoring to address this need.
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 8 Details	**Reviews**
Strategy 8: Early College HS will employ an at risk temporary employee, either a counselor or aide, to assist teachers and students as follows: Working directly with teachers to work with data and RTI strategies for at risk students at both campuses, providing tier 1 and 2 interventions for our at-risk students to allow the opportunity for success, work with our faculty and staff to provide tutorials for students during the week, and offering in-class and groups tutorials throughout the week in all courses for at-risk students. **Strategy's Expected Result/Impact:** At-Risk students improved academic performance in classes Improved scores on standardized testing **Staff Responsible for Monitoring:** Principal Curriculum Director Assistant Principals Registrar **Problem Statements:** Demographics 2 - Student Learning 4, 8	**Nov** **November Evidence of Progress** 25% ECHS has an at-risk counselor and teacher. Case load is over 500. **Jan** **January Evidence of Progress** 55% Our at-risk counselor and teacher work tirelessly to serve our scholars. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**
Strategy 9 Details	**Reviews**
Strategy 9: Advanced Placement (AP) teachers will provided Students enrolled in (AP) courses with rigorous instruction and interventions to ensure these students can earn high school and college credit. **Strategy's Expected Result/Impact:** Increase in scores across all courses by 20% by 2027. Students in AP courses will score a 3 or higher on AP exams by 2027. **Staff Responsible for Monitoring:** Principal Curriculum Director CIS AP Teachers **Problem Statements:** Student Learning 9	**Nov** **November Evidence of Progress** 30% AP teachers attended the AP institute and are using strategies to implement instruction. **Jan** **January Evidence of Progress** 40% AP teachers attended the AP institute and are using strategies to implement instruction. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: Increase the capacity of teacher leadership to facilitate collaboration and implementation of the district LEARN model.

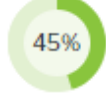   **Evaluation Data Sources:** District and state student achievement data

Strategy 1 Details	Reviews

Strategy 1: ECHS will employ the PLC @ Work model and strategies to help build and strengthen department and content level PLCs.
    Strategy's Expected Result/Impact: Increase collaboration among departments and content level teams.
 	
Increase the use of student data to drive instruction and assessments.
 	
Increase depth, knowledge and real-world experiences within units and lessons.
    Staff Responsible for Monitoring: Principal
Curriculum Director
Assistant Principals
Head of Departments
 	
Problem Statements: Demographics 2 - Student Learning 1, 2, 4, 5, 6, 7, 8 - School Processes & Programs 2
	Nov **November Evidence of Progress**
	30% PLC @ Work is the bedrock of ECHS in that we employ the PLC process.
	
	Jan **January Evidence of Progress**
	45% PLC @ Work is the bedrock of ECHS in that we employ the PLC process.
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 2 Details	Reviews

Strategy 2: ECHS will provide professional development opportunities for teachers to attend conferences or workshops that target interventions and enrichment strategies for the gifted and talented students.
    Strategy's Expected Result/Impact: Increase student achievement for students identified as gifted and talented
 	
Increase teacher awareness of strategies and resources to assist GT students in and out of the classroom.
 	
Create opportunities for staff professional growth.
    Staff Responsible for Monitoring: Principal
Curriculum Director
Assistant Principals
 	
Problem Statements: Student Learning 2, 3, 6, 7 - School Processes & Programs 1
	Nov **November Evidence of Progress**
	30% ECHS asks teachers who attend PD to bring back best strategies and share with teachers and team on PD days or in small groups.
	
	Jan **January Evidence of Progress**
	30% Survey has just gone out for PD requests.
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Teachers of GT students will incorporate best practice, research-based instructional strategies in classes and will apply strategies learned from attending professional development. Data will be used to plan lessons at the appropriate level of depth and complexity for TEKS in order to increase the number of students who master content on EOC exams. **Staff Responsible for Monitoring:** Principal Curriculum Director Curriculum Instructional Specialist **Problem Statements:** Student Learning 2	**Nov** **November Evidence of Progress** 20% This is a priority for ECHS. The goal is for all teachers to have a greater understanding and use of data. **Jan** **January Evidence of Progress** 30% Data dissemination continues to be a priority area of growth and emphasis. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 2: ECHS will maintain a culture where our campus staff feel valued and appreciated.

    Evaluation Data Sources: Survey of teachers and staff.

Strategy 1 Details	Reviews

Strategy 1: We will continue the faculty and staff club which honors faculty and staff on birthdays, school anniversaries, new family members, etc.
    Strategy's Expected Result/Impact: Increase teacher and staff morale by recognizing their accomplishments and celebrating each staff member in various ways.
    Staff Responsible for Monitoring: ECHS Administration and Counselors
 	
    Problem Statements: School Processes & Programs 4
	Nov **November Evidence of Progress**
	30% This was created in August and celebrations of staff abound.
	
	Jan **January Evidence of Progress**
	ECHS continues to celebrate the Lion Family.
	50%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 2 Details	**Reviews**

Strategy 2: We continue to host staff gatherings throughout the year to include a holiday meal in the fall and an end-of-year celebration in the spring.
    Strategy's Expected Result/Impact: Increase staff morale
    Staff Responsible for Monitoring: ECHS Administration
 	
    Problem Statements: School Processes & Programs 4
	Nov **November Evidence of Progress**
	20% ECHS has celebrations throughout the semester to celebrate our Lion Family.
	
	Jan **January Evidence of Progress**
	ECHS has a family fun night, parent senior night and multicultural fair coming up in the near future.
	45%
	
	Mar **March Evidence of Progress**
	
	June **June Evidence of Progress**

Strategy 3 Details	**Reviews**

Strategy 3: We celebrate "Staff Members of the Month" and other staff achievements throughout the year. Staff members are able to nominate anyone that they believe deserves this award.

    Strategy's Expected Result/Impact: Improve staff morale and retention

    Staff Responsible for Monitoring: ECHS Administration

    Problem Statements: School Processes & Programs 4

Nov

15%

November Evidence of Progress

ECHS staff members are celebrated through weekly communication, daily huddles and staff meetings.

Jan

40%

January Evidence of Progress

ECHS staff members are celebrated through weekly communication, daily huddles and staff meetings.

Mar

March Evidence of Progress

June

June Evidence of Progress

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: Through family and community partnerships, we expect a 10% increase in access and opportunity for family/community participation in the educational process.

    Evaluation Data Sources: Family / Community participation results

Strategy 1 Details	Reviews	

Strategy 1: ECHS will hold seminars with students and/or parents about the following:
Transition to High School
Depth of Knowledge
TSI Testing
College Readiness
4 Year Plan
Bullying
Social Media Use
    Strategy's Expected Result/Impact: Sign in Sheets
    Staff Responsible for Monitoring: Principal, Counselor, Rotating Staff and Students
 	
    Problem Statements: Demographics 1 - Perceptions 1, 2
	Nov
	
	10%
	
	Jan
	
	45%
	
	Mar
	
	June
		November Evidence of Progress
		ECHS has parent boot camps planned on the above topics.
		
		January Evidence of Progress
		ECHS communicates with parents through the Roar Report and parent boot camps. Counselors run social and emotional lessons through AVID.
		
		March Evidence of Progress
		
		June Evidence of Progress

Strategy 2 Details	**Reviews**	

Strategy 2: ECHS will have an SBDM with parental involvement. ECHS will research the possibility of having a PTA.
    Strategy's Expected Result/Impact: Sign in Sheets, Parental Participation
    Staff Responsible for Monitoring: Principal,
Assistant Principals
Counselor District PTA staff
 	
    Problem Statements: School Processes & Programs 3 - Perceptions 1
	Nov
	
	15%
	
	Jan
	
	30%
	
	Mar
	
	June
		November Evidence of Progress
		ECHS is working to empower our SBDM.
		
		January Evidence of Progress
		ECHS is working with our SBDM to forward plan.
		
		March Evidence of Progress
		
		June Evidence of Progress

Strategy 3 Details	**Reviews**

Strategy 3: ECHS will maintain a current website and avail of all forms of communication through written, phone or electronic communication.

    Strategy's Expected Result/Impact: Number of hits to website. Use of Connect Blackboard, Progress Reports, Emails from Teachers.

Updated websites. Parent, student and community feedback.

    Staff Responsible for Monitoring: Principal
Campus Technologist
Assistant Principals
CIS
Counselor, Teachers and Staff

    Problem Statements: School Processes & Programs 3 - Perceptions 1

Nov — 15%

November Evidence of Progress
ECHS works to keep our website updated and user friendly.

Jan — 40%

January Evidence of Progress
ECHS works to keep our website updated and user friendly.

Mar

March Evidence of Progress

June

June Evidence of Progress

Strategy 4 Details	**Reviews**

Strategy 4: ECHS students will partake in community events throughout the year.
Example: The Food Care Center Thanksgiving Food Drive

    Strategy's Expected Result/Impact: Students will be active members in their community
    Staff Responsible for Monitoring: Principal, Counselor, Teachers and Staff

    Problem Statements: School Processes & Programs 3

Nov — 30%

November Evidence of Progress
Our scholars work through AVID, and CTC to participate and raise awareness and resources for community events.

Jan — 50%

January Evidence of Progress
Our scholars are working on their service learning projects through AVID.

Mar

March Evidence of Progress

June

June Evidence of Progress

Strategy 5 Details	**Reviews**

Strategy 5: ECHS students will participate in community service activities through memberships in campus based organizations and clubs.

    Strategy's Expected Result/Impact: Number of students participating in campus based service organizations and list of service activities.

    Staff Responsible for Monitoring: Principal
Club Sponsors

    Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Nov — 20%

November Evidence of Progress
ECHS scholars are creating their plans for service.

Jan — 50%

January Evidence of Progress
Scholars are now bringing their plans to fruition through AVID service learning.

Mar

March Evidence of Progress

June

June Evidence of Progress

Strategy 6 Details	**Reviews**

Strategy 6: ECHS will partner with Adopt-a-Unit(1st CAVHDG) to seek unit's participation in campus events and to provide participation in the unit's events throughout the school year.

    Strategy's Expected Result/Impact: Volunteer logs

    Staff Responsible for Monitoring: Principal

    Problem Statements: Demographics 1 - Student Learning 9

Nov — 5%

November Evidence of Progress
Requests have been sent out.

Jan — 40%

January Evidence of Progress
This has not come to fruition. Still attempting to make the connection. They will serve as our band and color guard for graduation.

Mar

March Evidence of Progress

June

June Evidence of Progress

Strategy 7 Details	Reviews
Strategy 7: ECHS will send out progress reports every three weeks, throughout the entire school year. **Strategy's Expected Result/Impact:** Positive feedback from parents, indicating that the increased Progress Report frequency was helpful in assisting parents in keeping track of student grades and progress. **Staff Responsible for Monitoring:** Principal Counselor Staff **Problem Statements:** School Processes & Programs 3	**Nov** **November Evidence of Progress** 50% This happens with fidelity. **Jan** **January Evidence of Progress** 70% This happens with fidelity. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 8 Details	Reviews
Strategy 8: ECHS will provide opportunities for : (1) students to partake in community and voluntary projects and (2) 8th grade visits to the ECHS campus **Strategy's Expected Result/Impact:** increased ECHS student participation in the community. **Staff Responsible for Monitoring:** Principal Club Sponsors **Problem Statements:** Demographics 1 - Student Learning 9	**Nov** **November Evidence of Progress** 20% Our scholars are in the 11 middles school now and in January to recruit. **Jan** **January Evidence of Progress** 60% Our scholars have just completed recruiting at all 11 middle schools, running tours of both our campuses and representing ECHS. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 9 Details	Reviews
Strategy 9: ECHS will host parent informational workshops and meetings for parents of ESL students **Strategy's Expected Result/Impact:** Parents of ESL students will be more aware of resources ECHS can offer. **Staff Responsible for Monitoring:** Principal Curriculum Director Assistant Principals ESL certified staff **Problem Statements:** Student Learning 1, 9	**Nov** **November Evidence of Progress** First meeting occurred on September 14, 2023. **30%** **Jan** **January Evidence of Progress** As we move closer to STAAR, parent bootcamps are to be forthcoming. **40%** **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue	

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: Through implementation of an effective discipline management plan and providing a safe, secure, and orderly learning environment, we expect a 5% reduction in each discipline incident category.

Evaluation Data Sources: Monthly/Yearly Discipline incident reports

Strategy 1 Details	Reviews
Strategy 1: ECHS will create duty stations for teachers before and after school to monitor student behavior and create relationships outside the classroom with students. **Strategy's Expected Result/Impact:** This will allow for continual evaluation on the needs of students through duty stations during these peak times to best achieve a safe school. This will help decrease negative behavior in the hallways and assist staff to prevent bullying. **Staff Responsible for Monitoring:** Principal, Assistant Principals CIS Counselor and Teachers. **Problem Statements:** Perceptions 2	**Nov** — **November Evidence of Progress** **40%** — Duty stations have been set for both campuses. **Jan** — **January Evidence of Progress** **60%** — ECHS continues to be an active and vibrant campus upon which scholars are able to interact with teachers in and outside of the classroom. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Conduct monthly fire drills. Conduct monthly tornado drills to ensure that students and staff are aware of proper procedures in the event of a tornado. Conduct monthly lock-down drills to ensure student and staff are aware of proper procedures in the event of a campus lock-down. **Strategy's Expected Result/Impact:** Observe and strive to evacuate the building under three minutes in a safe and orderly manner. **Staff Responsible for Monitoring:** ECHS Staff Safety Coordinator Assistant Principals Principal **Problem Statements:** Perceptions 2	**Nov** — **November Evidence of Progress** **45%** — ECHS follows this strategy with fidelity. **Jan** — **January Evidence of Progress** **55%** — ECHS continues to follow this strategy with fidelity. **Mar** — **March Evidence of Progress** **June** — **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: ECHS will make use of the KISD bully reporting system to track occasions of reporting of bullying incidents on campus and to ensure prompt and effective response. **Strategy's Expected Result/Impact:** Number of bullying incidents reported at ECHS. **Staff Responsible for Monitoring:** Principal Assistant Principals **Problem Statements:** Perceptions 2	**Nov** **November Evidence of Progress** 50% ECHS follows this strategy with fidelity. **Jan** **January Evidence of Progress** 55% ECHS continues to follow this strategy with fidelity. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

| Strategy 4 Details	Reviews
Strategy 4: ECHS will have all students assigned to an advisor. This will forge a 'home room' teacher for each student that will serve as the first line of RTI for the students. **Strategy's Expected Result/Impact:** Increased sense of belonging and family at ECHS. Increase the positive culture that has been created. Increase awareness of negative behavior and bullying by sharing district information through homerooms. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselor Staff Teachers **Problem Statements:** Demographics 1 - Student Learning 5, 9 - School Processes & Programs 1 - Perceptions 2	**Nov** **November Evidence of Progress** 25% Advisory and grade level counselors and AVID teachers provide continuity for scholars over four years. The advisory teacher anchors the scholars for the year. **Jan** **January Evidence of Progress** 50% Advisory meets every Friday to plan for the next week. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 5 Details	Reviews
Strategy 5: ECHS will incorporate mental health and wellness lesson in AVID classes through the assistance of our counseling department and socio-emotional learning specialist. **Strategy's Expected Result/Impact:** Provide knowledge for students on mental health and wellness and provide resources for students that need additional support for emotional wellness. **Staff Responsible for Monitoring:** Principal Counselors SEL Specialist **Problem Statements:** Student Learning 4, 5 - School Processes & Programs 1, 4 - Perceptions 2	**Nov** **November Evidence of Progress** 50% This is a priority for ECHS and the counseling team are very creative and responsive in the delivery of socio-emotional learning. **Jan** **January Evidence of Progress** 55% Our counseling and at-risk team work with AVID to make sure that our scholars are receiving socio-emotional learning. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 2: Student designed and student led extracurricular clubs will be established each year that provide students with a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education.

Evaluation Data Sources: Monthly survey of students
Activities planned by each clubs
Activities tied to the Club purpose

Strategy 1 Details	Reviews
Strategy 1: ECHS will provide supplies for various extracurricular clubs established on campus. **Strategy's Expected Result/Impact:** Student will become involved and create clubs that are designed to reinforce their academic sills in real-world situations. **Staff Responsible for Monitoring:** Principal Student Activities Coordinator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 9 - School Processes & Programs 1	**Nov** **November Evidence of Progress** 35% All extracurricular clubs are scholar generated and on both campuses. This year, we have academic UIL and bowling on top of all the other clubs. **Jan** **January Evidence of Progress** 50% Our clubs are now working toward the 'giving back' to the community aspect of their clubs. **Mar** **March Evidence of Progress** **June** **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: ECHS will provide work-study opportunities for student enrolled in the career preparation course during their senior year. **Strategy's Expected Result/Impact:** Students will be involved in assisting on campus as a student worker and expose them to career readiness opportunities. **Staff Responsible for Monitoring:** Principal Career Prep Instructor **Problem Statements:** Student Learning 9	**Nov** 10% **Jan** 45% **Mar** **June**	**November Evidence of Progress** ECHS scholars in career prep are out int he community under our CTE teacher. **January Evidence of Progress** ECHS wants to expand this strategy as a bedrock program for the CTC campus. **March Evidence of Progress** **June Evidence of Progress**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 1: 90% of campus instructional budget will be spent on training, supplies, additional tutoring support and resources which will directly impact and recognize student achievement.

Evaluation Data Sources: Campus improvement plan funding summary

Strategy 1 Details	Reviews		

Strategy 1: The principal will review the campus improvement plan funding summary monthly in administrative staff meetings.
    Strategy's Expected Result/Impact: Campus Improvement Plan funding summary
    Staff Responsible for Monitoring: Principal
 	
    Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9 - School Processes & Programs 1, 2
	Nov
	
	30%
		November Evidence of Progress
		The administration work every month to go through the budget to ascertain how best to met our scholars' needs.	

	Jan 50%	**January Evidence of Progress** We continue to look at our resources and how best to maximize them for scholar success.	
	Mar	**March Evidence of Progress**	
	June	**June Evidence of Progress**	

Strategy 2 Details	Reviews		

Strategy 2: SBDM Committee will evaluate performance objectives in the campus improvement plan to ensure the connection between the objectives and student achievement.
    Strategy's Expected Result/Impact: Campus Improvement Plan
    Staff Responsible for Monitoring: Principal
ECHS SBDM Committee
 	
    Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9 - School Processes & Programs 1, 2
	Nov
	
	30%
		November Evidence of Progress
		SBDM works through the CIP to evaluate strategies and assess best practices.	

	Jan 40%	**January Evidence of Progress** SBDM looks at not only the CIP but other factors to determine maximum impact for scholar achievement.	
	Mar	**March Evidence of Progress**	
	June	**June Evidence of Progress**	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue