Killeen Independent School District

Chaparral High School

2022-2023 Campus Improvement Plan

Mission Statement

~ Teach so that all students can learn to their maximum potential. ~

Vision

Chaparral High School is a community of integrity and learning.

Where teachers, administrators and staff mentor and inspire students, and each other, to embrace a growth mindset.

Where students are challenged to act with humility and resilience as they develop skills that will prepare them to be lifelong learners and productive members of society.

Where every individual feels safe and contributes to our culture of pride, competitiveness, and belonging.

Together...we are the Bobcats!

Core Beliefs

~ Integrity ~ Humility ~ Resilience ~

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Chaparral High School is located at 4400 Chaparral Road in Killeen, Texas. The campus is opening at the beginning of the 2022-23 school year and will include students grades 9-12. The campus will also house the district's 18+ Vocational Program.

The projected enrollment of Chaparral High School is expected to fall between 1500-1600 total students. As of June 1, 2022, the total enrollment was 1584 total students. The district is allowing any KISD high school student the opportunity to submit a transfer to attend Chaparral High School, subject to transfer requirements. In addition, incoming 10th-12th grade KISD students who are zoned for Chaparral High School have the opportunity to submit a grandfather request to remain at their current KISD high school.

The KISD middle schools which feed into Chaparral High School are listed below along with the percentage of students that are zoned for CHS:

1. Charles Patterson Middle School - 56%

2. Roy J Smith Middle School - 40%

3. Union Grove Middle School - 23%

4. Liberty Hill Middle School - 27%

Instructional Staff includes 66 General Education teachers; 10 Special Education teachers; 5 SCE/Intervention teachers; 2 additional STEM teachers and 3 JROTC instructors.

Demographics Strengths

Our greatest strength as we embark upon our inaugural school year is all staff members and students will be new to the building. This provides Chaparral High School with a unique opportunity for all stakeholders to play an important role in creating the culture of the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A campus culture has not yet been established. **Root Cause:** The 2022-23 school year will be the first year the campus is open.

Problem Statement 2 (Prioritized): We cannot identify our specific student total population nor can we identify the number of students in each grade level. **Root Cause:** The combination of the transfer request process and the grandfather request process causes shifts in enrollment on a daily basis.

Problem Statement 3 (Prioritized): All campus staff will need to be hired despite a shortage in the field of education. **Root Cause:** The campus is brand new and not the result of closing another campus.

Student Learning

Student Learning Summary

Since the 2022-23 school year will be the inaugural year of Chaparral High School and we are not certain of our specific students population, it is difficult to determine how our students are performing. For the purposes of this plan, Chaparral High School will utilize the latest 2021 TAPR reports available for the district to identify areas of improvement to focus on.

	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)
End of Course English I												
At Approaches Grade Level or Above	2021	67%	68%	70%	64%	71%	79%	60%	84%	72%	76%	38%
	2019	68%	66%	63%	56%	63%	72%	63%	77%	71%	72%	28%
At Meets Grade Level or Above	2021	50%	50%	51%	43%	50%	64%	50%	76%	57%	58%	22%
	2019	50%	48%	46%	36%	46%	59%	46%	67%	53%	60%	15%
At Masters Grade Level	2021	12%	10%	10%	7%	10%	16%	0%	25%	10%	12%	6%
	2019	11%	8%	3%	2%	2%	5%	0%	4%	2%	4%	4%
End of Course English II												
At Approaches Grade Level or Above	2021	71%	73%	76%	70%	75%	82%	67%	93%	74%	82%	37%
	2019	68%	67%	65%	60%	66%	72%	56%	86%	68%	72%	28%
At Meets Grade Level or Above	2021	57%	58%	59%	52%	57%	70%	60%	84%	64%	67%	25%
	2019	49%	47%	44%	37%	43%	55%	36%	63%	43%	55%	13%
At Masters Grade Level	2021	11%	9%	9%	5%	8%	15%	13%	22%	12%	9%	6%
	2019	8%	6%	4%	3%	4%	6%	4%	10%	3%	7%	3%
End of Course Algebra I												
At Approaches Grade Level or Above	2021	73%	73%	63%	57%	63%	72%	80%	86%	69%	69%	39%
	2019	85%	80%	73%	65%	75%	81%	75%	92%	79%	80%	43%
At Meets Grade Level or Above	2021	41%	39%	28%	20%	28%	38%	27%	53%	22%	36%	16%
	2019	61%	53%	46%	37%	47%	57%	46%	79%	55%	54%	17%
At Masters Grade Level	2021	23%	20%	13%	9%	15%	18%	7%	28%	10%	17%	7%
	2019	37%	30%	23%	16%	23%	28%	25%	59%	29%	28%	6%
End of Course Biology												
At Approaches Grade Level or Above	2021	82%	82%	81%	77%	80%	90%	91%	90%	86%	85%	52%
	2019	88%	87%	84%	80%	83%	90%	84%	94%	92%	90%	61%
At Meets Grade Level or Above	2021	55%	54%	51%	42%	49%	67%	45%	76%	63%	60%	25%
	2019	62%	58%	54%	45%	55%	67%	47%	74%	60%	66%	21%

At Masters Grade Level	2021	22%	20%	19%	13%	17%	34%	18%	44%	21%	17%	7%
	2019	25%	21%	19%	12%	18%	31%	11%	38%	20%	28%	5%
End of Course U.S. History												
At Approaches Grade Level or Above	2021	88%	90%	91%	88%	91%	95%	100%	98%	89%	94%	68%
	2019	93%	92%	93%	92%	92%	97%	100%	97%	92%	98%	68%
At Meets Grade Level or Above	2021	69%	71%	72%	64%	72%	83%	100%	83%	72%	75%	41%
	2019	73%	71%	75%	68%	75%	88%	92%	90%	76%	81%	42%
At Masters Grade Level	2021	43%	42%	43%	30%	45%	60%	80%	59%	34%	47%	20%
	2019	45%	42%	46%	35%	46%	65%	54%	59%	38%	55%	19%
SAT/ACT All Subjects												
At Approaches Grade Level or Above	2021	95%	93%	94%	92%	96%	95%	*	97%	91%	96%	*
At Meets Grade Level or Above	2021	69%	63%	61%	53%	64%	64%	*	72%	45%	66%	*
At Masters Grade Level	2021	14%	6%	3%	0%	4%	5%	*	9%	0%	4%	*

Student Learning Strengths

The fact that we do not know specifically our student population makes it challenging to identify specific learning strengths. The fact that every student on campus for the 2022-23 school year will be new is a strength in itself and will hopefully encourage students to take risks and advocate for their specific learning needs as a pre-conceived standard or stigma will not exist.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The only data available to identify student learning problems is the latest district data. **Root Cause:** The campus has not yet opened.

Problem Statement 2 (Prioritized): According to district data, no significant gains were made in any EOC tested areas beyond English I and II. **Root Cause:** Interruptions in learning over the past few years has created challenges in insuring students are completing requirements and meeting standards to be successful in EOC tested subjects.

Problem Statement 3 (Prioritized): According to district data, the most recent English I EOC STAAR results show only 38% of special education students, 62% of economically disadvantaged students and 55% of LEP students were successful on the EOC. **Root Cause:** Lack of focus on critical reading and critical writing across all content areas.

Problem Statement 4 (Prioritized): According to district data, students in special populations such as SPED, Eco Dis and LEP are performing below their peers on state assessments. **Root Cause:** Disruptions in the learning environment the past 2 years has had a more significant impact on special populations.

Problem Statement 5 (Prioritized): Parents and their students do not know about accelerated academic programs and advancement opportunities available at the high school level or do not recognize the benefits of advanced placement opportunities for advanced and/or GT students. **Root Cause:** Many parents believe that the opportunities for advanced placement courses are limited and only occur at the Career Center or Early College High School and/or have not experienced success in these courses at a traditional high school.

Problem Statement 6 (Prioritized): Parents and students expect the level, opportunities and resources of CTE classes to be equal to those at established campuses. **Root Cause:** As a brand new school, the CTE department needs have not yet been determined and will need resources and support to build it's programs.

Problem Statement 7 (Prioritized): Historically the district has a low rate of students graduating with the CCMR indicator. **Root Cause:** A concentrated effort on campuses to improve this rate has not occurred and staff, parents and students do not yet realize the benefit in students graduating with this indicator.

School Processes & Programs

School Processes & Programs Summary

Most campus processes and programs have not yet been created, with the exception of the hiring process/philosophy. As of January 1, 2022, the Principal was the only official staff member of Chaparral High School. Over 150 staff members are necessary to run a campus of this size and enrollment. The Principal used the "culture before content" approach in hiring each and every teacher, instructional staff, administrator and support staff member. Most processes and programs developed will be a combination of what staff have done in the past with adaptations to fit the culture and the needs of the campus.

School Processes & Programs Strengths

We have the opportunity to draw from our staff members' past experiences in the places we have been to determine best processes and programs. We are in a position to create them all rather than fixing or maintaining processes and programs that have already been established.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While many processes and programs will need to be created there are none in place at this time. **Root Cause:** The campus has not yet opened.

Perceptions

Perceptions Summary

Culture before content. Our culture will be one that revolves around our 3 core values of Integrity, Humility and Resilience. We will create a culture of high expectations where everyone feels safe and valued and is held accountable for their actions.

Perceptions Strengths

We will create and foster a culture from the beginning. We are committed to consistency. Each person that has been hired has demonstrated the attributes of being humble, hungry and smart. (hiring philosophy)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Stakeholders may take for granted the time and effort it takes to establish processes, procedures, culture and traditions. **Root Cause:** The brand new state-of-the-art facilities give stakeholders the impression that there will be less challenges than that of other high schools in the district.

Problem Statement 2 (Prioritized): Students and staff may all have various ideas of how the campus should look and feel. **Root Cause:** All are new and come with varying experiences and backgrounds.

Priority Problem Statements

Problem Statement 6: A campus culture has not yet been established.

Root Cause 6: The 2022-23 school year will be the first year the campus is open.

Problem Statement 6 Areas: Demographics

Problem Statement 1: The only data available to identify student learning problems is the latest district data.

Root Cause 1: The campus has not yet opened.

Problem Statement 1 Areas: Student Learning

Problem Statement 8: While many processes and programs will need to be created there are none in place at this time.

Root Cause 8: The campus has not yet opened.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Stakeholders may take for granted the time and effort it takes to establish processes, procedures, culture and traditions.

Root Cause 9: The brand new state-of-the-art facilities give stakeholders the impression that there will be less challenges than that of other high schools in the district.

Problem Statement 9 Areas: Perceptions

Problem Statement 7: We cannot identify our specific student total population nor can we identify the number of students in each grade level.

Root Cause 7: The combination of the transfer request process and the grandfather request process causes shifts in enrollment on a daily basis.

Problem Statement 7 Areas: Demographics

Problem Statement 2: According to district data, no significant gains were made in any EOC tested areas beyond English I and II.

Root Cause 2: Interruptions in learning over the past few years has created challenges in insuring students are completing requirements and meeting standards to be successful in EOC tested subjects.

Problem Statement 2 Areas: Student Learning

Problem Statement 10: Students and staff may all have various ideas of how the campus should look and feel.

Root Cause 10: All are new and come with varying experiences and backgrounds.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: All campus staff will need to be hired despite a shortage in the field of education.

Root Cause 11: The campus is brand new and not the result of closing another campus.

Problem Statement 11 Areas: Demographics

Problem Statement 3: According to district data, the most recent English I EOC STAAR results show only 38% of special education students, 62% of economically disadvantaged students and 55% of LEP students were successful on the EOC.

Root Cause 3: Lack of focus on critical reading and critical writing across all content areas.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to district data, students in special populations such as SPED, Eco Dis and LEP are performing below their peers on state assessments.

Root Cause 4: Disruptions in the learning environment the past 2 years has had a more significant impact on special populations.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Parents and their students do not know about accelerated academic programs and advancement opportunities available at the high school level or do not recognize the benefits of advanced placement opportunities for advanced and/or GT students.

Root Cause 5: Many parents believe that the opportunities for advanced placement courses are limited and only occur at the Career Center or Early College High School and/or have not experienced success in these courses at a traditional high school.

Problem Statement 5 Areas: Student Learning

Problem Statement 12: Parents and students expect the level, opportunities and resources of CTE classes to be equal to those at established campuses.

Root Cause 12: As a brand new school, the CTE department needs have not yet been determined and will need resources and support to build it's programs.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Historically the district has a low rate of students graduating with the CCMR indicator.

Root Cause 13: A concentrated effort on campuses to improve this rate has not occurred and staff, parents and students do not yet realize the benefit in students graduating with this indicator.

Problem Statement 13 Areas: Student Learning

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 using proven high-yield instructional strategies, making data-driven decisions and formulating timely and appropriate interventions, 75% of Algebra I students will score at or exceed "approaches"; 45% will score at or exceed "meets"; and, 25% will score at or exceed "masters" as measured by the Algebra I STAAR EOC.

High Priority

Evaluation Data Sources: Teacher formative and summative assessment data
CUA data
STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Utilize targeted small group and online instruction and tutoring for At Risk and failing students through Power Hour.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved assessment scores due to targeted intervention for each student. Exposure to technology will allow students to practice online test taking strategies. **Staff Responsible for Monitoring:** Teachers Teacher Leads Assistant Principals CIS **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 4				
Strategy 2 Details	Reviews			
Strategy 2: Writing across the curriculum will be incorporated. Core Area content areas will integrate critical writing 3-5 times per week.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in overall student performance and sub populations **Staff Responsible for Monitoring:** Teachers Administrators CIS **Problem Statements:** Student Learning 2, 3				

Strategy 3 Details		Reviews		
Strategy 3: Math teachers will conduct an Algebra I boot camp prior to the administration of the STAAR test to review concepts and test-taking strategies.		**Formative**		**Summative**
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			

Strategy 3: Math teachers will conduct an Algebra I boot camp prior to the administration of the STAAR test to review concepts and test-taking strategies.
    Strategy's Expected Result/Impact: Students will be more prepared and be more confident in their test-taking abilities.
    Staff Responsible for Monitoring: Assistant Principal
CIS
Teachers
 	
    Funding Sources: Supplemental Pay for Algebra I Boot Camps 10 teachers for two hours - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $800, Instructional Supplies for Algebra I Boot Camp - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $501
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			

Strategy 4: CHS will utilize one teacher lead for the purpose of gathering and disaggregating data for all 4 core content areas.
    Strategy's Expected Result/Impact: Improved instruction
Increase in data-driven decisions
    Staff Responsible for Monitoring: CIS
Teacher Lead
Curriculum Director
Principal
 	
    Problem Statements: Student Learning 1
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: CHS will hold Late-Night-Library weekly for 30 weeks for students to receive additional tutoring, reteaching and homework help from teachers. Late-Night-Library will also provide opportunities for enrichment activities focusing on test-taking strategies in order to increase mastery levels.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Decrease in failure rate
Increase in meets and mastery levels on state assessments
Staff Responsible for Monitoring: CIS
Curriculum Director
Administration
Teachers

Problem Statements: Student Learning 2, 3, 4
Funding Sources: 1 Teacher; twice per week for 30 weeks of Late-Night-Library - 166 - State Comp Ed -
166.11.6118.CA.015.24.AR0 - $3,600

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The only data available to identify student learning problems is the latest district data. **Root Cause**: The campus has not yet opened.
Problem Statement 2: According to district data, no significant gains were made in any EOC tested areas beyond English I and II. **Root Cause**: Interruptions in learning over the past few years has created challenges in insuring students are completing requirements and meeting standards to be successful in EOC tested subjects.
Problem Statement 3: According to district data, the most recent English I EOC STAAR results show only 38% of special education students, 62% of economically disadvantaged students and 55% of LEP students were successful on the EOC. **Root Cause**: Lack of focus on critical reading and critical writing across all content areas.
Problem Statement 4: According to district data, students in special populations such as SPED, Eco Dis and LEP are performing below their peers on state assessments. **Root Cause**: Disruptions in the learning environment the past 2 years has had a more significant impact on special populations.

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 using proven high-yield instructional strategies, making data-driven decisions and formulating timely and appropriate interventions, 75% of English I students will score at or exceed "approaches"; 55% will score at or exceed "meets"; and, 11% will score at or exceed "masters" as measured by the English I STAAR EOC.

High Priority

Evaluation Data Sources: Teacher formative and summative assessment data
CUA data
STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Targeted small group and online instruction and tutoring for At Risk and failing students through Power Hour.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved assessment scores due to targeted intervention for each student. Exposure to technology will allow students to practice online test taking strategies.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Teacher Leads Assistant Principals CIS **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 4				

Strategy 2 Details	Reviews			
Strategy 2: Writing across the curriculum will be incorporated. Core Area content areas will integrate critical writing 3-5 times per week; Elective courses will integrate critical writing 1-3 times per week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in overall student performance and sub populations	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Administrators CIS **Problem Statements:** Student Learning 2, 3				

Strategy 3 Details	**Reviews**			
Strategy 3: ELA teachers will conduct an English I boot camp prior to the administration of the STAAR test to review concepts and test-taking strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be more prepared and be more confident in their test-taking abilities. **Staff Responsible for Monitoring:** Assistant Principal CIS Teachers **Problem Statements:** Student Learning 3, 4 **Funding Sources:** Supplemental Pay for English I Boot Camps 5 teachers for two hours - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $400, Instructional Supplies for English I Boot Camp - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $250				

Strategy 4 Details	**Reviews**			
Strategy 4: CHS will utilize one teacher lead for the purpose of gathering and disaggregating data for all 4 core content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved instruction Increase in data-driven decisions **Staff Responsible for Monitoring:** CIS Teacher Lead Curriculum Director Principal **Problem Statements:** Student Learning 1				

Strategy 5 Details	**Reviews**			
Strategy 5: CHS will hold Late-Night-Library weekly for 30 weeks for students to receive additional tutoring, reteaching and homework help from teachers. Late-Night-Library will also provide opportunities for enrichment activities focusing on test-taking strategies in order to increase mastery levels.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Decrease in failure rate
Increase in meets and mastery levels on state assessments
Staff Responsible for Monitoring: CIS
Curriculum Director
Administration
Teachers

Problem Statements: Student Learning 2, 3, 4
Funding Sources: 1 Teacher for 30 weeks of Late-Night-Library - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $3,600

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The only data available to identify student learning problems is the latest district data. **Root Cause**: The campus has not yet opened.
Problem Statement 2: According to district data, no significant gains were made in any EOC tested areas beyond English I and II. **Root Cause**: Interruptions in learning over the past few years has created challenges in insuring students are completing requirements and meeting standards to be successful in EOC tested subjects.
Problem Statement 3: According to district data, the most recent English I EOC STAAR results show only 38% of special education students, 62% of economically disadvantaged students and 55% of LEP students were successful on the EOC. **Root Cause**: Lack of focus on critical reading and critical writing across all content areas.
Problem Statement 4: According to district data, students in special populations such as SPED, Eco Dis and LEP are performing below their peers on state assessments. **Root Cause**: Disruptions in the learning environment the past 2 years has had a more significant impact on special populations.

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

Performance Objective 3: By using proven high-yield instructional strategies, making data-driven decisions and formulating timely and appropriate interventions, 80% of English II students will score at or exceed "approaches"; 65% will score at or exceed "meets"; and, 10% will score at or exceed "masters" as measured by the English I I STAAR EOC.

High Priority

Evaluation Data Sources: Teacher formative and summative assessment data
CUA data
STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Targeted small group and online instruction and tutoring for At Risk and failing students through Power Hour.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved assessment scores due to targeted intervention for each student. Exposure to technology will allow students to practice online test taking strategies.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Teacher Leads Assistant Principals CIS **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 4				

Strategy 2 Details	Reviews			
Strategy 2: Writing across the curriculum will be incorporated. Core Area content areas will integrate critical writing 3-5 times per week; Elective courses will integrate critical writing 1-3 times per week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in overall student performance and sub populations	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Administrators CIS **Problem Statements:** Student Learning 2, 3				

Strategy 3 Details		Reviews			
Strategy 3: ELA teachers will conduct an English II boot camp prior to the administration of the STAAR test to review concepts and test-taking strategies.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be more prepared and be more confident in their test-taking abilities. **Staff Responsible for Monitoring:** Assistant Principal CIS Teachers **Funding Sources:** Supplemental Pay for English II Boot Camps 5 teachers for two hours - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $400, Instructional Supplies for English II Boot Camp - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $251					

Strategy 4 Details		Reviews			
Strategy 4: CHS will utilize one teacher lead for the purpose of gathering and disaggregating data for all 4 core content areas.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved instruction Increase in data-driven decisions **Staff Responsible for Monitoring:** CIS Teacher Lead Curriculum Director Principal **Problem Statements:** Student Learning 1					

Strategy 5 Details		Reviews			
Strategy 5: CHS will hold Late-Night-Library weekly for 30 weeks for students to receive additional tutoring, reteaching and homework help from teachers. Late-Night-Library will also provide opportunities for enrichment activities focusing on test-taking strategies in order to increase mastery levels.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Decrease in failure rate
Increase in meets and mastery levels on state assessments
Staff Responsible for Monitoring: CIS
Curriculum Director
Administration
Teachers

Problem Statements: Student Learning 2, 3, 4
Funding Sources: 1 Teacher for 30 weeks of Late-Night-Library - 166 - State Comp Ed -
166.11.6118.CA.015.24.AR0 - $3,600

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The only data available to identify student learning problems is the latest district data. **Root Cause**: The campus has not yet opened.
Problem Statement 2: According to district data, no significant gains were made in any EOC tested areas beyond English I and II. **Root Cause**: Interruptions in learning over the past few years has created challenges in insuring students are completing requirements and meeting standards to be successful in EOC tested subjects.
Problem Statement 3: According to district data, the most recent English I EOC STAAR results show only 38% of special education students, 62% of economically disadvantaged students and 55% of LEP students were successful on the EOC. **Root Cause**: Lack of focus on critical reading and critical writing across all content areas.
Problem Statement 4: According to district data, students in special populations such as SPED, Eco Dis and LEP are performing below their peers on state assessments. **Root Cause**: Disruptions in the learning environment the past 2 years has had a more significant impact on special populations.

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

Performance Objective 4: By using proven high-yield instructional strategies, making data-driven decisions and formulating timely and appropriate interventions, 90% of Biology students will score at or exceed "approaches"; 75% will score at or exceed "meets"; and, 30% will score at or exceed "masters" as measured by the Biology STAAR EOC.

High Priority

Evaluation Data Sources: Teacher formative and summative assessment data
CUA data
STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Targeted small group and online instruction and tutoring for At Risk and failing students through Power Hour.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved assessment scores due to targeted intervention for each student. Exposure to technology will allow students to practice online test taking strategies.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Teacher Leads Assistant Principals CIS **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 4				

Strategy 2 Details	Reviews			
Strategy 2: Writing across the curriculum will be incorporated. Core Area content areas will integrate critical writing 3-5 times per week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in overall student performance and sub populations	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Administrators CIS **Problem Statements:** Student Learning 2, 3				

Strategy 3 Details		Reviews			
Strategy 3: Science teachers will conduct a Biology boot camp prior to the administration of the STAAR test to review concepts and test-taking strategies.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will be more prepared and be more confident in their test-taking abilities.					
Staff Responsible for Monitoring: Assistant Principal CIS Teachers					
Funding Sources: Supplemental Pay for Biology Boot Camps 10 teachers for two hours - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $800, Instructional Supplies for Biology Boot Camp - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $500					

Strategy 4 Details		Reviews			
Strategy 4: CHS will utilize one teacher lead for the purpose of gathering and disaggregating data for all 4 core content areas.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved instruction Increase in data-driven decisions					
Staff Responsible for Monitoring: CIS Teacher Lead Curriculum Director Principal					
Problem Statements: Student Learning 1					

Strategy 5 Details		Reviews			
Strategy 5: CHS will hold Late-Night-Library weekly for 30 weeks for students to receive additional tutoring, reteaching and homework help from teachers. Late-Night-Library will also provide opportunities for enrichment activities focusing on test-taking strategies in order to increase mastery levels.		**Formative**			**Summative**
		Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Decrease in failure rate
Increase in meets and mastery levels on state assessments
Staff Responsible for Monitoring: CIS
Curriculum Director
Administration
Teachers

Problem Statements: Student Learning 2, 3, 4
Funding Sources: 1 Teacher for 30 weeks of Late-Night-Library - 166 - State Comp Ed -
166.11.6118.CA.015.24.AR0 - $3,600

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: The only data available to identify student learning problems is the latest district data. **Root Cause**: The campus has not yet opened.
Problem Statement 2: According to district data, no significant gains were made in any EOC tested areas beyond English I and II. **Root Cause**: Interruptions in learning over the past few years has created challenges in insuring students are completing requirements and meeting standards to be successful in EOC tested subjects.
Problem Statement 3: According to district data, the most recent English I EOC STAAR results show only 38% of special education students, 62% of economically disadvantaged students and 55% of LEP students were successful on the EOC. **Root Cause**: Lack of focus on critical reading and critical writing across all content areas.
Problem Statement 4: According to district data, students in special populations such as SPED, Eco Dis and LEP are performing below their peers on state assessments. **Root Cause**: Disruptions in the learning environment the past 2 years has had a more significant impact on special populations.

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

Performance Objective 5: By using proven high-yield instructional strategies, making data-driven decisions and formulating timely and appropriate interventions, 93% of U.S. History students will score at or exceed "approaches"; 75% will score at or exceed "meets"; and, 46% will score at or exceed "masters" as measured by the U.S. History STAAR EOC.

High Priority

Evaluation Data Sources: Teacher formative and summative assessment data
CUA data
STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Targeted small group and online instruction and tutoring for At Risk and failing students through Power Hour.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved assessment scores due to targeted intervention for each student. Exposure to technology will allow students to practice online test taking strategies.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Teacher Leads Assistant Principals CIS **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 4				

Strategy 2 Details	Reviews			
Strategy 2: Writing across the curriculum will be incorporated. Core Area content areas will integrate critical writing 3-5 times per week; Elective courses will integrate critical writing 1-3 times per week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in overall student performance and sub populations	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Administrators CIS **Problem Statements:** Student Learning 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: US History teachers will conduct a US History boot camp prior to the administration of the STAAR test to review concepts and test-taking strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be more prepared and be more confident in their test-taking abilities. **Staff Responsible for Monitoring:** Assistant Principal CIS Teachers **Funding Sources:** Supplemental Pay for US History Boot Camps 10 teachers for two hours - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $800, Instructional Supplies for US History Boot Camp - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $500				

Strategy 4 Details	Reviews			
Strategy 4: CHS will utilize one teacher lead for the purpose of gathering and disaggregating data for all 4 core content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved instruction Increase in data-driven decisions **Staff Responsible for Monitoring:** CIS Teacher Lead Curriculum Director Principal **Problem Statements:** Student Learning 1				

Strategy 5 Details	Reviews			
Strategy 5: CHS will hold Late-Night-Library weekly for 30 weeks for students to receive additional tutoring, reteaching and homework help from teachers. Late-Night-Library will also provide opportunities for enrichment activities focusing on test-taking strategies in order to increase mastery levels.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Decrease in failure rate
Increase in meets and mastery levels on state assessments
Staff Responsible for Monitoring: CIS
Curriculum Director
Administration
Teachers

Problem Statements: Student Learning 2, 3, 4
Funding Sources: 1 Teacher for 30 weeks of Late-Night-Library - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $600

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

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: The only data available to identify student learning problems is the latest district data. **Root Cause**: The campus has not yet opened.
Problem Statement 2: According to district data, no significant gains were made in any EOC tested areas beyond English I and II. **Root Cause**: Interruptions in learning over the past few years has created challenges in insuring students are completing requirements and meeting standards to be successful in EOC tested subjects.
Problem Statement 3: According to district data, the most recent English I EOC STAAR results show only 38% of special education students, 62% of economically disadvantaged students and 55% of LEP students were successful on the EOC. **Root Cause**: Lack of focus on critical reading and critical writing across all content areas.
Problem Statement 4: According to district data, students in special populations such as SPED, Eco Dis and LEP are performing below their peers on state assessments. **Root Cause**: Disruptions in the learning environment the past 2 years has had a more significant impact on special populations.

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

Performance Objective 6: 75% of students in special populations such as SPED, ELL, and economically disadvantaged will show growth in all content areas for the school year.

Evaluation Data Sources: MAP scores
CUA data
STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Campus ELL teacher will provide support through push in and pull out classes and ensure proper implementation of strategies and supports for ELLs by providing classroom teachers with tools and strategies to meet the needs of ELLs at all levels of proficiency.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Growth in TELPAS, EOCs and report card grades.				
Staff Responsible for Monitoring: ELL teacher				
LPAC Administrator				
Problem Statements: Student Learning 3, 4				
Funding Sources: ELPS Flip Books for teachers which provide strategies for ELL language proficiency - 165/ES0 - ELL - 165.13.6399.00.015.25.ES0 - $3,990, ELL Instructional Supplies and Manipulatives - 165/ES0 - ELL - 165.11.6399.00.015.25.ES0 - $755				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 3: According to district data, the most recent English I EOC STAAR results show only 38% of special education students, 62% of economically disadvantaged students and 55% of LEP students were successful on the EOC. **Root Cause**: Lack of focus on critical reading and critical writing across all content areas.
Problem Statement 4: According to district data, students in special populations such as SPED, Eco Dis and LEP are performing below their peers on state assessments. **Root Cause**: Disruptions in the learning environment the past 2 years has had a more significant impact on special populations.

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

Performance Objective 7: Provide resources to insure success of students in AP classes and use this success as a platform for growing this program targeting GT and academically advanced students.

Evaluation Data Sources: AP test scores
AP class grades

Strategy 1 Details	Reviews			
Strategy 1: Provide iPad cart for specific use in AP classes for students to access AP resource materials and practice tests.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will earn a qualifying score on AP exams. **Staff Responsible for Monitoring:** AP Teachers CIS CD **Problem Statements:** Student Learning 5 **Funding Sources:** iPad bundle - 30 iPads - 177 - Gifted/Talented - 177.11.6398.00.015.21.000 - $10,590, iPad individual Apple Care - 177 - Gifted/Talented - 177.11.6398.00.015.21.000 - $2,148, Anywhere Cart - 177 - Gifted/Talented - 177.11.6394.00.015.21.000 - $899, iPad cases - 177 - Gifted/Talented - 177.11.6399.00.015.21.000 - $3,312	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Create an AP Ambassador program led by an AP teacher to utilize AP students to promote the success and benefits of taking AP classes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The number of students taking AP classes will grow by 20%. **Staff Responsible for Monitoring:** AP teachers CIS CD **Problem Statements:** Student Learning 5 **Funding Sources:** Supplies to promote the AP program - 177 - Gifted/Talented - 177.11.6399.00.015.21.000 - $3,126	Nov	Jan	Mar	June

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

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 5: Parents and their students do not know about accelerated academic programs and advancement opportunities available at the high school level or do not recognize the benefits of advanced placement opportunities for advanced and/or GT students. **Root Cause**: Many parents believe that the opportunities for advanced placement courses are limited and only occur at the Career Center or Early College High School and/or have not experienced success in these courses at a traditional high school.

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

Performance Objective 8: By providing resources for CTE students to be future ready and access to real-world experiences inside and outside the classroom, the CTE department will meet and/or exceed the level of course offerings, resources and industry specific certifications as the other high schools in the district within 3 school years.

Evaluation Data Sources: Industry Based Certifications
Growth in CTE enrollment
CTE course offerings

Strategy 1 Details	Reviews			
Strategy 1: Provide access to course and industry specific professional development for teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: CTE teachers will have access to the latest industry specific trainings. **Staff Responsible for Monitoring:** CTE dept lead Curriculum Director Principal **Problem Statements:** Demographics 2 - Student Learning 6 - Perceptions 1 **Funding Sources:** Professional Development for CTE Teachers - 163 - Career & Technology - 163.13.6411.00.015.22.000 - $12,000	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: CTE teachers will have access to resources to support their specific course needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will benefit from the real-world experiences in their CTE classroom. **Staff Responsible for Monitoring:** CTE Teachers Curriculum Director Principal **Problem Statements:** Student Learning 6 **Funding Sources:** Industry specific instructional supplies - 163 - Career & Technology - 163.11.6399.00.015.22.000 - $65,000, Industry specific furniture and equipment - 163 - Career & Technology - 163.11.6393.00.015.22.000 - $9,000, Student Competitions - 163 - Career & Technology - 163.36.6412.HL.015.22.000 - $4,000	**Nov**	**Jan**	**Mar**	**June**

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

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: We cannot identify our specific student total population nor can we identify the number of students in each grade level. **Root Cause**: The combination of the transfer request process and the grandfather request process causes shifts in enrollment on a daily basis.

Student Learning
Problem Statement 6: Parents and students expect the level, opportunities and resources of CTE classes to be equal to those at established campuses. **Root Cause**: As a brand new school, the CTE department needs have not yet been determined and will need resources and support to build it's programs.

Perceptions
Problem Statement 1: Stakeholders may take for granted the time and effort it takes to establish processes, procedures, culture and traditions. **Root Cause**: The brand new state-of-the-art facilities give stakeholders the impression that there will be less challenges than that of other high schools in the district.

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

Performance Objective 9: By making a concentrated effort to target students who do not have the CCMR indicator, CHS will achieve the goal of 70% or more graduating seniors who have achieved this indicator.

    Evaluation Data Sources: CCMR data

Strategy 1 Details	Reviews			
Strategy 1: Seniors who have not met CCMR by the first day of school, will be enrolled in college prep math and/or English in order to meet this indicator.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The number of seniors who meet CCMR will increase.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum Director Senior Counselor **Problem Statements:** Student Learning 7				

Strategy 2 Details	Reviews			
Strategy 2: Seniors will not be allowed an off-period or off-campus senior option at lunch without meeting CCMR.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The number of seniors who meet CCMR will increase.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum Director Senior Counselor **Problem Statements:** Student Learning 7				

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

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 7: Historically the district has a low rate of students graduating with the CCMR indicator. **Root Cause**: A concentrated effort on campuses to improve this rate has not occurred and staff, parents and students do not yet realize the benefit in students graduating with this indicator.

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: Administration will be 95% staffed by the start of the new instructional year with a balance of internal transfer staff and staff new to education or from outside the district.

Evaluation Data Sources: Human resources data
FTE data

Strategy 1 Details	Reviews			
Strategy 1: Administration and campus lead teachers will focus on hiring staff members who are humble, hungry and smart.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The campus will be appropriately staffed with staff members who will help facilitate a campus culture of high expectations. **Staff Responsible for Monitoring:** Principal Assistant Principals **Problem Statements:** Perceptions 1, 2	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Stakeholders may take for granted the time and effort it takes to establish processes, procedures, culture and traditions. **Root Cause**: The brand new state-of-the-art facilities give stakeholders the impression that there will be less challenges than that of other high schools in the district.
Problem Statement 2: Students and staff may all have various ideas of how the campus should look and feel. **Root Cause**: All are new and come with varying experiences and backgrounds.

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: All teachers and staff members at Chaparral High School will have access to high quality professional development and will have the maximum opportunity to engage in effective professional practice which will be supported through the availability of adequate resources both material and through team-support.

Evaluation Data Sources: End of Year staff training data and a scores on STAAR, MAPS and report cards to show growth/improvement.

Strategy 1 Details	Reviews			
Strategy 1: Interventionists and Core Area teachers will have access to personalized professional development which targets at-risk student learning. Teachers will choose an approved course which focuses on learning loss.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be better equipped to meet the needs of at-risk students through specific professional development for their content area. **Staff Responsible for Monitoring:** CIS Curriculum Director **Funding Sources:** Workshops and conferences for PD to meet the needs of at-risk students - 166 - State Comp Ed - 166.13.6411.00.015.24.AR0 - $37,014, Workshops and conferences for PD to meet the needs of at-risk students - 166 - State Comp Ed - 166.13.6299.OL.015.24.AR0	**Nov**	**Jan**	**Mar**	**June**
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 3: Chaparral High School will create and maintain a culture in which all staff feel valued and appreciated.

    Evaluation Data Sources: Campus Climate Surveys

Strategy 1 Details				Reviews			
Strategy 1: CHS will hold a minimum of two staff social gatherings.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Foster a culture of belonging. **Staff Responsible for Monitoring:** Campus Admin Team **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 2				**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: Principal will communicate three times per week through DL - staff wide emails.				**Formative**			**Summative**
Strategy's Expected Result/Impact: All staff will feel connected and aware of what is happening on campus. **Staff Responsible for Monitoring:** Principal Admin Team **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 2				**Nov**	**Jan**	**Mar**	**June**
0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: A campus culture has not yet been established. **Root Cause**: The 2022-23 school year will be the first year the campus is open.
School Processes & Programs
Problem Statement 1: While many processes and programs will need to be created there are none in place at this time. **Root Cause**: The campus has not yet opened.
Perceptions
Problem Statement 2: Students and staff may all have various ideas of how the campus should look and feel. **Root Cause**: All are new and come with varying experiences and backgrounds.

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

Performance Objective 1: CHS administration and teachers will engage in regular communication with parents.

Evaluation Data Sources: Teacher websites
Teacher newsletters
Campus newsletters
Weekly emails
Phone logs

Strategy 1 Details	Reviews			
Strategy 1: The principal will send through mass communication a weekly newsletter for parents which includes weekly events and reminders of campus expectations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will feel more connected to the campus and their student's educational environment. **Staff Responsible for Monitoring:** Principal Admin Team **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will communicate at least twice per grading period with parents/guardians of students who are failing their class and return most parent phone calls/emails within 24 school hours.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parent and teacher relationships will strengthen. Parents will be more informed. **Staff Responsible for Monitoring:** Administration Principal **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: CHS will create an AP Ambassador program to communicate the benefits of Advanced Placement coursework to students and parents.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Advanced Placement program will grow and students will be better prepared for the rigor of college. **Staff Responsible for Monitoring:** AP Teachers CIS Counselors Administration **Problem Statements:** Student Learning 5				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A campus culture has not yet been established. **Root Cause**: The 2022-23 school year will be the first year the campus is open.

Student Learning
Problem Statement 5: Parents and their students do not know about accelerated academic programs and advancement opportunities available at the high school level or do not recognize the benefits of advanced placement opportunities for advanced and/or GT students. **Root Cause**: Many parents believe that the opportunities for advanced placement courses are limited and only occur at the Career Center or Early College High School and/or have not experienced success in these courses at a traditional high school.

School Processes & Programs
Problem Statement 1: While many processes and programs will need to be created there are none in place at this time. **Root Cause**: The campus has not yet opened.

Perceptions
Problem Statement 1: Stakeholders may take for granted the time and effort it takes to establish processes, procedures, culture and traditions. **Root Cause**: The brand new state-of-the-art facilities give stakeholders the impression that there will be less challenges than that of other high schools in the district.
Problem Statement 2: Students and staff may all have various ideas of how the campus should look and feel. **Root Cause**: All are new and come with varying experiences and backgrounds.

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

Performance Objective 2: CHS will provide opportunities for parents of students in special populations such as SPED, ELL and economically disadvantaged to engage in their student's education.

    Evaluation Data Sources: Parent surveys

Strategy 1 Details		Reviews			
Strategy 1: ELL Teacher and LPAC Administrator will hold a parent night for parents/guardians of LEP students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will understand state and local graduation requirements. Parents will support their students. **Staff Responsible for Monitoring:** ELL Teacher LPAC Administrator At-risk Counselor		**Nov**	**Jan**	**Mar**	**June**
Problem Statements: Student Learning 3, 4 **Funding Sources:** Snacks for parent night to encourage attendance - 263 - ESEA, Title III Part A - 263.61.6499.LE.015.25.000 - $300, Supplies for parent night - 263 - ESEA, Title III Part A - 263.61.6399.LE.015.25.000 - $675					
Strategy 2 Details		**Reviews**			
Strategy 2: SPED Coordinator and case managers will regularly communicate with teachers to ensure proper supports are in place for SPED students' specific IEPs and share these supports with parents/guardians.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased SPED student progress and achievement. **Staff Responsible for Monitoring:** SPED Coordinator Case Managers Administration		**Nov**	**Jan**	**Mar**	**June**
Problem Statements: Student Learning 3, 4					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: According to district data, the most recent English I EOC STAAR results show only 38% of special education students, 62% of economically disadvantaged students and 55% of LEP students were successful on the EOC. **Root Cause**: Lack of focus on critical reading and critical writing across all content areas.

Student Learning
Problem Statement 4: According to district data, students in special populations such as SPED, Eco Dis and LEP are performing below their peers on state assessments. **Root Cause**: Disruptions in the learning environment the past 2 years has had a more significant impact on special populations.

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

Performance Objective 3: Principal will meet with campus leadership, teachers, staff, students and parents to collect feedback on creating a culture which fosters high expectations, integrity, humility and resilience.

   Evaluation Data Sources: Climate surveys - staff, student and parent

Strategy 1 Details	Reviews			
Strategy 1: Student advisory committee will be created to gain student input.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will feel vested and connected in the culture of the school.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Counselors **Problem Statements:** Demographics 1 - Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Principal will hold a parent forum prior to the school opening in order to provide information and gain input from parents and guardians.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will feel connected and have a vested interest in the culture of the school. **Staff Responsible for Monitoring:** Principal Counselors **Problem Statements:** Demographics 1 - Perceptions 1, 2				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: A campus culture has not yet been established. **Root Cause**: The 2022-23 school year will be the first year the campus is open.
Perceptions
Problem Statement 1: Stakeholders may take for granted the time and effort it takes to establish processes, procedures, culture and traditions. **Root Cause**: The brand new state-of-the-art facilities give stakeholders the impression that there will be less challenges than that of other high schools in the district.
Problem Statement 2: Students and staff may all have various ideas of how the campus should look and feel. **Root Cause**: All are new and come with varying experiences and backgrounds.

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: The Chaparral High School Wide Team will formulate and implement a comprehensive plan of action to assure that students and staff members are connected to the campus, that an atmosphere of learning and scholarship is maintained, and that students, staff and visitors feel welcomed and safe while on campus.

Evaluation Data Sources: Year end discipline data indicating a static or decrease in discipline occurrences. Disciplinary Alternative Education Placements will be limited to mandatory placements and less than 1% of total student population discretionary placements.

Strategy 1 Details	Reviews			
Strategy 1: Staff members serving at-risk students will participate in Challenge Day For Faculty to increase empathy while providing strategies for meeting the instructional and social-emotional needs of at-risk students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will receive practical applications to help the social-emotional needs of at-risk students and increase learning while decreasing failure rates. **Staff Responsible for Monitoring:** At-risk counselor Counselors Administration **Problem Statements:** Student Learning 2, 3, 4 **Funding Sources:** Challenge Day presenters to work with teachers of At-risk students - 166 - State Comp Ed - 166.13.6299.00.015.24.AR0 - $5,000	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: CHS will create a discipline matrix which will be followed by all administration and monitored weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Discipline will be consistent among all grade levels.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Discipline Coordinator Assistant Principals Principal **Problem Statements:** School Processes & Programs 1 - Perceptions 2				

Strategy 3 Details	Reviews			
Strategy 3: CHS will utilize Restorative Practices in the disciplinary process which will include personal accountability/responsibility, reflection and growth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Incidents which result in out of placement discipline will decline. **Staff Responsible for Monitoring:** R&G Monitor (ISS) Assistant Principals Counselors Principal **Problem Statements:** School Processes & Programs 1 - Perceptions 1, 2				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: According to district data, no significant gains were made in any EOC tested areas beyond English I and II. **Root Cause**: Interruptions in learning over the past few years has created challenges in insuring students are completing requirements and meeting standards to be successful in EOC tested subjects.
Problem Statement 3: According to district data, the most recent English I EOC STAAR results show only 38% of special education students, 62% of economically disadvantaged students and 55% of LEP students were successful on the EOC. **Root Cause**: Lack of focus on critical reading and critical writing across all content areas.
Problem Statement 4: According to district data, students in special populations such as SPED, Eco Dis and LEP are performing below their peers on state assessments. **Root Cause**: Disruptions in the learning environment the past 2 years has had a more significant impact on special populations.
School Processes & Programs
Problem Statement 1: While many processes and programs will need to be created there are none in place at this time. **Root Cause**: The campus has not yet opened.
Perceptions
Problem Statement 1: Stakeholders may take for granted the time and effort it takes to establish processes, procedures, culture and traditions. **Root Cause**: The brand new state-of-the-art facilities give stakeholders the impression that there will be less challenges than that of other high schools in the district.
Problem Statement 2: Students and staff may all have various ideas of how the campus should look and feel. **Root Cause**: All are new and come with varying experiences and backgrounds.

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

Performance Objective 1: Stakeholders and decision-making entities at Chaparral High School will use resources (both financial and personnel) to maximize and support classroom instruction and student success.

Evaluation Data Sources: Year-end budget summary

Strategy 1 Details	Reviews			
Strategy 1: CHS leadership teams will meet regularly (weekly and monthly) to determine the best use of resources and maximizing student success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will feel supported. Resources and student success will be maximized. **Staff Responsible for Monitoring:** Admin team **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1, 2				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A campus culture has not yet been established. **Root Cause**: The 2022-23 school year will be the first year the campus is open.

School Processes & Programs
Problem Statement 1: While many processes and programs will need to be created there are none in place at this time. **Root Cause**: The campus has not yet opened.

Perceptions
Problem Statement 1: Stakeholders may take for granted the time and effort it takes to establish processes, procedures, culture and traditions. **Root Cause**: The brand new state-of-the-art facilities give stakeholders the impression that there will be less challenges than that of other high schools in the district.
Problem Statement 2: Students and staff may all have various ideas of how the campus should look and feel. **Root Cause**: All are new and come with varying experiences and backgrounds.