

Killeen Independent School District

Killeen High School

2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

In 2000, Killeen High School became the district's first site for the Advancement Via Individual Determination (AVID) program.

Killeen High School serves a diverse population. Our feeder pattern indicates that our incoming freshmen students are coming from Eastern Hills, Rancier Middle School and Manor Middle School in Killeen, Texas.

At the conclusion of the 2022-23 school year, approximately 2200 students were enrolled at Killeen High School in grades 9–12. Around 32% of our students have a parent or guardian who is either active duty military or a civilian working on Fort Hood.

Our student population consists of the following groups:

Enrollment by Grade Level:

9th--675

10th--549

11th--514

12th--379

Ethnicity:

Hispanic– 40.84%

Indian– .66%

Asian–1.28%

African American—35.96%

Pacific Islander—2.04%

Caucasian—12.10%

Two or More Races-7.12%

Gender:

Male—53.32%

Female—46.68%

Special Programs:

Special Education—17.84%

Section 504—14.37%

At-Risk—70.35%

Dyslexia—8.11%

Homeless—0.19%

Language English Proficiency (LEP)—18.5%

Economically Disadvantaged—49.49%

Gifted and Talented—2.37%

Career and Technical Education—32.35%

At-Risk Student Count by Eligibility Criteria:

At-Risk Criteria	# of Students	% of Students
STAAR/EOC/TAKS Testing Failure	1,150	55%
DAEP Placement	32	1.5%
Failed 2 or more classes	441	20.8%
LEP	392	18.5%
Retained	477	22.5%

Demographics Strengths

- Killeen High School has a diverse student and staff population
- There is a high percentage of students participating in Career and Technical Education programs

Problem Statements Identifying Demographics Needs

Problem Statement 1: While 70.35% of our students are At-Risk, 55% of identified At-Risk students met the criteria based on EOC failure.

Problem Statement 2: 20.8% of identified At-Risk students meet the criteria due to failing 2 or more classes and 22.5% of identified At-Risk students meet the criteria due to being retained.

Student Learning

Student Learning Summary

According to the 2021-2022 Texas Academic Performance Report, Killeen High School received an accountability rating of "C" with Distinction Designations for Academic Achievement in Science and Social Studies.

STAAR Assessments:

STAAR End-of-Course Exams are administered in English I, English II, Algebra I, Biology, and U.S. History. Passing these exams is a graduation requirement of all students. The 2022-2023 performance on the End-of-Course exams is listed in the table below.

End of Course Exams	Percentage of Students at Approaches Grade Level or Above		
	State of Texas Special Education Overall (Fall)	Killeen ISD Special Education Overall (Spring)	Killeen HS Special Education Overall (Spring)
English I	--	--	23%
English II	--	--	21%
Algebra I	--	--	39%
Biology	--	--	64%
US History	--	--	85%

End of Course Exams	Percentage of Students Passing		
	State of Texas English Language Learners Overall (Fall)	Killeen ISD English Language Learners Overall (Spring)	Killeen High School English Language Learners Overall (Spring)
English I	--	--	41%
English II	--	--	52%
Algebra I	--	--	59%
Biology	--	--	74%
US History	--	--	93%

Our EOC performance by sub-population indicates a need for growth. Each core department area creates and hosts an EOC Remediation targeted to support students who have not successfully passed the EOCs. The tables below indicates our current scores for our Special Education students and English Language Learners.

End-of-Course Exams	Percentage of Students Passing 2022-2023					
	State of Texas Overall Meets Standard (Spring)	Killeen ISD Meets Standard (Spring)	Killeen HS Meets Standard (Spring)	State of Texas Overall Approaches Grade Level (Spring)	Killeen ISD Overall Approaches Grade Level (Spring)	Killeen HS Overall Approaches Grade Level (Spring)
English I	42%	41.17%	29.4%	70%	71%	55%
English II	55%	52%	42%	74%	73%	64%
Algebra I	45%	36%	22%	78%	74%	63%
Biology	57%	54%	41%	89%	89%	82%
US History	71%	72%	67%	95%	95%	93%

**College, Career, and Military
Readiness:**

According to the 22-23 Texas Academic Performance Report:

College/Career/Military Ready Graduates			
	State	District	Campus
2020-2021	65.2%	52.5%	46.9%
2019-2020	63.0%	49.3%	40.1
2018-2019	72.9%	72.9%	76%
2017-2018	65.5%	65.7%	66.5%
College Ready Graduates			
	State	District	Campus
2020-2021	52.7%	37.2%	31.1%
2019-2020	53.4%	36.8%	24.3%
2018-2019	53%	37.8%	28.7%
2017-2018	50%	39%	38.3%
2016-2017*	54.2%	44.6%	47.6%
2015-2016	75.9%	61.2%	65.4%
2014-2015	74.5%	57.7%	62.9%
College-Ready Graduate: Subject Specific			

College/Career/Military Ready Graduates			
2020-2021 ELAR	56.1%	48.4%	48.2%
2019-2020 ELAR	59.7%	49.1%	43.6%
2018-2019 ELAR	60.7%	52.2%	46.5%
2017-2018 ELAR	58.2%	54.4%	56.4%
2020-2021 Mathematics	45.7%	35.1%	29.3%
2019-2020 Mathematics	47.9%	34.3%	22%
2018-2019 Mathematics	48.6%	34.2%	23.5%
2017-2018 Mathematics	46%	35.4%	30.1%
2020-2021 Both Subjects	40.4%	32.7%	26.2%
2019-2020 Both Subjects	43.2%	32.3%	20.4%
2018-2019 Both Subjects	44.2%	32.8%	21.6%
2017-2018 Both Subjects	42.1%	33.7%	29.1%
Career/Military Ready Graduate			
2020-2021	24.2%	20.8%	19.8%
2019-2020	18.7%	16%	19.5%
2018-2019	40.4%	48.4%	59%
2017-2018	28.7%	38.3%	39%
2016-2017	13.2%	11.2%	11.3%

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

2022-2023:

	Texas Success Initiative		AP	Dual Course Credits (9+ hrs)	CTE Coherent Sequence Coursework
	ELAR	Math			
Killeen High School	26.9%	22%	26.4%	23.9%	30.6%
KISD	35.4%	28.7%%	23.3%	28.2%	42.7%

Graduation Rate:

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

	Four-Year Graduation Rate	Five-Year Graduation Rate	Six-Year Graduation Rate	Annual Dropout Rate
Killeen High School	88.2%	93.6%	96.4%	3%
KISD	88.6%	93.1%	93.2%	2.8%

AP Results:

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

2021 AP/IB Results (>=Criterion)	State	District	Killeen High School
All Subjects	48.6%	23.3%	26.4%
ELAR	42.7%	15.4%	16.3%
Mathematics	49.4%	18.4%	19.2%
Science	41.4%	22.4%	31.3%
Social Studies	42.2%	24.5%	28%

Student Learning Strengths

- Distinction Designations for Academic Achievement in Science and Social Studies
- AP results "all subjects" exceeds that of the district

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 22% of students scored "meets grade level" on the Algebra I EOC.

Problem Statement 2: Only 41% of students scored "meets grade level" on the Biology EOC.

Problem Statement 3: Only 29.4% of students scored "meets grade level" on the English I EOC.

Problem Statement 4: Only 42% of students scored "meets grade level" on the English II EOC.

Problem Statement 5: Only 67% of students scored "meets grade level" on the US History EOC.

Problem Statement 6: Special Education students have below 30% pass rate on the English I and English II EOCs.

Problem Statement 7: English Language Learners have below 55% pass rate on the English I, and English II EOCs.

Problem Statement 8: 46.9 % of students were deemed college-ready in the 2020-2021 school year, which is below the state average.

Problem Statement 9: The percentage of students passing the AP exams is comparable to our district in most subject areas but is well below most of the state averages.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

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

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

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

During the 2022-2023 school year, all juniors and pre-approved seniors took the SAT during the school day. Results from the assessment were available through Collegeboard. Students meeting the passing criteria in reading and math will be considered college ready and will meet an indicator for CCMR.

We also administer the TSIA2 test to numerous 10th -11th grade students to determine eligibility for dual credit courses for the following school year. Our TSIA2 testing efforts often reveal students who have potential for success in advanced courses.

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

During the 2022-2023 school year, teachers continued to work on implementing the Gradual Release of Responsibility model. We focused on incorporating this model in all classes. Teachers participated in Professional Learning Communities (PLC) by curriculum content areas. Teachers were also assigned to common conference periods to allow opportunities for professional collaboration throughout each instructional day. They collaborate on lesson planning and assessment creation. Teachers will meet after each CUA to analyze data to make data driven decisions regarding instruction and interventions. At KHS, 71.1% of our students are identified as At-Risk, 11.10% are identified LEP, 17.9% are identified as SPED, and 2.8% are identified as Gifted and Talented. Due to this diverse population, teachers need training in many areas in order to best meet the learning needs of our students. Technology was and will continue to be a focus for KHS teachers.

Staff Quality, Recruitment, and Retention

Killeen High School professional staff all meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. Killeen High School employs a diverse staff with a wide range of experiences. The staff consists of 137 teachers, 2 Dyslexia teachers, 3 ELL teachers, 2 librarians, 7 guidance counselors, 1 instructional specialist, 2 technologists, 1 Special Education Coordinator, 1 Diagnostician, 1 Special Programs Facilitator, 1 Student Activities Director, 1 Curriculum Director, 6 Assistant Principals, and 1 Principal.

New staff are hired based on interviews with department instructional leaders and team members. Current staff are invited to be part of the interview committees. Newly hired staff are invited to visit the campus prior to the start of the school year and are guided by our campus instructional specialist. The campus offers a First Year Teacher Academy for all teachers that are within their first or second year of teaching to provide support and growth through the year. Mentors at Killeen High School will participate in Mentor PLC's provided by both the district and the campus through out the year.

The Killeen High School instructional staff has a range of experience: we have brand new first year teachers and teachers with more than 25 years of experience. Our teachers have an average of 10.2 years experience.

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

We have worked to build staff morale in a variety of ways. We celebrate our staff members during each professional development day. We feel it is important to recognize our staff for their hard work and dedication to our students. Each month, staff members are nominated by their peers for "Staff Member of the Month". Staff members are also encouraged to write Kangaroo Applause that highlights the positive kangaroo values of KHS staff.

School Organization

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

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

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

trained and help new students to feel like they are part of the campus.

Our current enrollment is 2046 students. Class sizes vary from 5 students to 36 students in a class. We have 17.9% of our population served by Special Education. Many of these students require classrooms with two teachers (inclusion). This creates challenges when determining how to utilize teacher resources effectively.

KHS continues to focus on the AVID program. AVID will continue to help define and guide our school. Our entire campus is familiar with the program and AVID strategies. AVID assist students seeking to attend college through academic, social, and emotional support that will help them succeed in Pre-Advanced Placement, Advanced Placement, and Dual Credit classes (vertical alignment with college expectations) on campus. Recruitment of students in the AVID program will remain a priority of the campus improvement efforts. The AVID coordinator also supports campus-wide efforts to integrate research-based strategies, college and career events.

Technology

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

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

There are two computer labs stationed in a classroom and two computer lab areas in the library. Teachers and students also have access to some desktop computers to use during instruction. Every classroom has a projector installed, and every teacher has access to a document camera.

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

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Strengths

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

Staff Quality, Recruitment, and Retention Strengths

- Staff quality is continuously being improved through professional development. Our campus offers a variety of professional development sessions to help our teachers improve instruction.
- We have offered sessions on differentiation, using AVID strategies, teaching Gifted and Talented students, and integrating technology into practice. We have also have had nationally recognized presenters on campus to improve teacher instruction through relationships, mentorships, and researched-based methods.
- Staff members take advantage of professional development offered through the district as well as outside of the district. Over 40% of our staff are trained in the use of AVID strategies. A substantial number of teachers are trained in the International Baccalaureate program as well.
- Staff retention practices are focused around ensuring the staff feels valued. This happens by listening to their needs and finding ways to meet them.
- Teachers are encouraged to think outside of the box when lesson planning and are challenged to teach an "outrageous" lesson each quarter.
- Teachers also serve on a variety of campus committees to include the Site Based Decision Making (SBDM) committee, the AVID Site Team, as well as district committees.

School Organization Strengths

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

Technology Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers lack time to study student data in a meaningful context due to limited PLC time.

Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn additional strategies to use with At-Risk and Advanced students.

Problem Statement 3: Students understanding of and use of technology for academic purposes is limited.

Perceptions

Perceptions Summary

Family and Community Involvement

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

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

We are proud to have the 15th Brigade Support Battalion as our military Adopt-a-School unit. Our relationship with the military is one that KHS values. Killeen High School was awarded the distinction of being a Purple Star Designated Campus by the Texas Education Agency. Purple Star distinctions are given to campuses by TEA who highlight strong relationships for their military-connected students and families.

Students, through our Student Council, National Honor Society, and AVID participate in a variety of service activities.

Killeen High School hosts "Roo Round Up" for all incoming students at the beginning of each school year. During "Roo Round Up", parents were given the opportunity to participate in a meeting with Dr. Trevino to better understand the culture of the school, and have the opportunity to share or ask questions. KHS also hosts an annual Open House night during the second week of the school year. During Open House, all teachers are on campus to meet with students and their families to share information about their course(s) and classroom.

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

The counselors' hosted grade level parent nights for current and incoming students. The presentations focused on CCMR and information for the upcoming school year.

There is currently no system to collect data on family involvement outside of big events (like "Walk-a-Mile"). Families are also not given an opportunity to provide input via survey or any other manner. Some parents have been selected to serve on the PULSE committee with their students, so as to give feedback on certain areas pertaining to the school.

School Culture and Climate

Killeen High School has a tradition of pride and excellence. Our staff is dedicated to improvement and innovation. In 2021-2022, our staff continued to work on incorporating the gradual release of responsibility model throughout the school. We encourage parental input and involvement through multiple avenues.

Beginning with the 2020-2021 school year, changes have been made to the master schedule to provide student academic interventions during the school day through Power Hour. Power Hour is a 60-minute block of time within the school day for students to eat lunch, attend clubs/organizations/meetings, and receive tutorial assistance from their teachers. Power Hour will be used to address several of the priority needs of the campus in the area of school culture and climate.

We have continued the tradition of a staff Thanksgiving pot luck, Christmas party, Teacher Appreciation luncheon, and End-of-the-Year fish fry. These events are times where the staff can come together and enjoy getting to know one another. Each department also has different ways of building community including pot lucks, Painting With a Twist, karaoke, and other outside activities. We celebrate the accomplishments of our staff members. Each month, staff members are nominated by their peers for Staff Member of the Month. Students and staff have the opportunity to write Kangaroo Applause, which focuses on positive Kangaroo Values that staff members exhibit. Staff are also encouraged to write appreciations to students, sharing the impact that student has on their teaching.

We implemented the HERO tardy system again this year. The system helps the assistant principals track the number of tardies each student has accumulated.

The topic of bullying was addressed with the staff through professional development and with students through an assembly. We strive to maintain discipline in a fair and positive manner.

Fire drills are practiced monthly. We have also practiced shelter-in-place, evacuation, reverse-evacuation, and tornado drills this year. Our staff conduct daily door checks, as well, to ensure the safety of all our students and faculty members. KHS staff work diligently to ensure that all students have identification on through out the school day.

We will continue to implement Honor Roll celebrations this year. Honor Roll is based on grades from each 9 weeks report card. Students received a certificate and were invited to an assembly where they received a snack and gift. They were also entertained at the assemblies by staff member performances. Students also can earn positive referrals, and are called to speak to an Administrator who shares the kind words of a faculty member and presents them with a KHS t-shirt. Our students also have the opportunity to write Staff Appreciations during lunches to staff members who have positively influenced them.

Students opinions at Killeen High School are valued. Students, along with parents, make up the PULSE committee. On the PULSE committee, they have the opportunity to share any concerns or positive feedback on the following topics: Safety, Mental Health and Wellness, School support of students and teachers, and collaboration of stakeholders on campus. Our students are provided a large and varied number of opportunities to participate in extracurricular activities, as well, to include a plethora of clubs and organizations. Our Robotics team competed beyond the district level. The Killeen High School JROTC Rifle team competed in the All-Army JROTC National Rifle Competition. Kangarettes placed at multiple Dance Classic competitions, held their annual Spring Show, and had solo winners. Art students competed at VASE and had Division Winners. They also participated in multiple art shows. We have multiple bands and choirs that compete in UIL.

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

Perceptions Strengths

Family and Community Involvement Strengths

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

School Culture and Climate Strengths

- The strength of our culture and climate lies with our staff and students.
- Our staff is committed to campus-wide improvement through addressing the problem of practice.
- Power Hour has been added to the campus daily schedule.
- A majority of students are involved in some type of school activity. Students also know that they are able to start a club or organization if they so choose.
- Our clubs and organizations encourage students to volunteer at a high level.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students receive minor discipline referrals (tardies, dress code violations, ID violations) which result in missed instructional time due to these violations.

Problem Statement 2: There is an increased need for parental communication due to the increased number of student failures during the 2022-23 school year.

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: We will increase the number of students challenging and succeeding in Advanced Placement, and Dual Credit by 5%.

Evaluation Data Sources: Enrollment numbers, course grades, and assessment score reports

Strategy 1 Details
Strategy 1: AP teachers will provide tutorials at least once a month. Students will be required to attend tutorials based on data from teacher provided assessments. Strategy's Expected Result/Impact: Students will receive targeted tutoring designed to improve their scores on the AP exams. Staff Responsible for Monitoring: KHS AP Coordinator; KHS AP Teachers Problem Statements: Student Learning 8, 9
Strategy 2 Details
Strategy 2: Honors teachers and AP teachers will participate in training and vertical alignment planning in order to plan instruction which prepares students to be successful in AP coursework. Strategy's Expected Result/Impact: Increased enrollment in AP courses; Increase in the percentage of AP students scoring a 3 or higher on their AP exams. Staff Responsible for Monitoring: KHS Curriculum Director; KHS AP Coordinator; KHS Pre-AP Teachers; KHS AP Teachers Problem Statements: Student Learning 8, 9
Strategy 3 Details
Strategy 3: Teachers will use AP Classroom as an online resource for their students. Strategy's Expected Result/Impact: Students will be more successful on the AP exams. Staff Responsible for Monitoring: KHS AP Coordinator Problem Statements: Student Learning 9

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 8: 46.9 % of students were deemed college-ready in the 2020-2021 school year, which is below the state average.

Student Learning

Problem Statement 9: The percentage of students passing the AP exams is comparable to our district in most subject areas but is well below most of the state averages.

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

Performance Objective 2: We will increase college awareness and the number of students accepted to a college or university after graduation by 10%.

Evaluation Data Sources: Percentage of 2023 graduates requesting a final transcript for attendance at a college or university.

Strategy 1 Details
<p>Strategy 1: 100% of the AVID senior class will submit applications to a minimum of three four-year universities during the first semester of the school year.</p> <p>Strategy's Expected Result/Impact: Number of applications submitted to four-year universities</p> <p>Staff Responsible for Monitoring: KHS AVID Coordinator; KHS AVID Counselor; KHS Registrar</p> <p>Problem Statements: Student Learning 8</p>
Strategy 2 Details
<p>Strategy 2: The AVID Teachers will host a College Awareness Week for all students. They will cover a variety of topics including admissions, financial aid, and academic readiness.</p> <p>Strategy's Expected Result/Impact: Students will know and understand the process for applying to and paying for college. Students will explore the many options that are available in post-secondary education.</p> <p>Staff Responsible for Monitoring: KHS AVID Coordinator; KHS Counselors; KHS Curriculum Director;</p> <p>Problem Statements: Student Learning 8</p>
Strategy 3 Details
<p>Strategy 3: Sophomore and Junior students will have the opportunity to visit colleges in Texas to learn about the benefits and admission requirements of college.</p> <p>Strategy's Expected Result/Impact: Students will become familiar with the many options for post-secondary education.</p> <p>Staff Responsible for Monitoring: Gear-Up Coordinators; KHS Counselors</p> <p>Problem Statements: Student Learning 8</p>
Strategy 4 Details
<p>Strategy 4: KHS Counselors will plan a 'Senior Day' in the Spring to help ensure all seniors have met their graduation requirements.</p> <p>Strategy's Expected Result/Impact: Counselors will help prepare their senior students for graduation and ensure all graduation requirements are met through. College, Career, Military Readiness (CCMR) ratings, FAFSA, CPR, and Peace Officer completion rates will increase.</p> <p>Staff Responsible for Monitoring: KHS Counselors</p> <p>Problem Statements: Student Learning 8</p>

Performance Objective 2 Problem Statements:

Student Learning	
Problem Statement 8: 46.9 % of students were deemed college-ready in the 2020-2021 school year, which is below the state average.	

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

Performance Objective 3: We will increase the EOC course success rate of students served by special programs (including Special Education and English as a Second Language), At-risk students, and students who are economically disadvantaged by 15%.

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

Strategy 1 Details
<p>Strategy 1: Teachers will be paid to provide supplemental tutoring daily before and after school, to include the campus Homework Room, as well as Saturday tutoring for at-risk students seeking assistance. The Homework Room will be stocked with school supplies, project supplies, and computers and printers for student use throughout the school year. Teachers will be provided with additional instructional materials to support at-risk student tutoring.</p> <p>Strategy's Expected Result/Impact: Students attending tutoring will demonstrate progress through their grades on progress reports and report cards throughout the school year.</p> <p>Staff Responsible for Monitoring: KHS Curriculum Director</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Instructional Supplies for At-risk Student Use in Homework Room - 166 - State Comp Ed - 166.11.6399.00.001.24.AR0 - \$5,000, Transportation that enables At Risk students to stay after school for homework assistance - 166 - State Comp Ed - 166.11.6494.00.001.24.AR0 - \$2,000, Printers for student use during Saturday tutoring and for student use in the Homework Room - 166 - State Comp Ed - 166.11.6398.00.001.24.AR0 - \$7,000</p>
Strategy 2 Details
<p>Strategy 2: English Language Learners, who demonstrate challenges in reading, will have access to a variety of materials for reading to support academic achievement and voluntary reading.</p> <p>Strategy's Expected Result/Impact: ELL students will improve their vocabulary.</p> <p>Staff Responsible for Monitoring: ESL Teachers</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Supplemental reading materials for use in the ESL classroom - 263 - ESEA, Title III Part A - 263.11.6329.LE.001.25.000 - \$2,235, Instructional materials for ELL students who are retesting for the EOC and need additional materials for language support - 165/ES0 - ELL - 165.11.6399.00.001.25.ES0 - \$8,000</p>

Strategy 3 Details

Strategy 3: English Language Learners will utilize technology to increase language fluency. Providing students with one-to-one device access allows them to use online tools and sites (such as Collin's Learner's Dictionary) to aid in their understanding of the English language.

Strategy's Expected Result/Impact: Students will have access to vocabulary technology that will improve language acquisition.

Staff Responsible for Monitoring: KHS Administration; ESL teachers

Problem Statements: Student Learning 7

Funding Sources: Technology for ELL student use to support language acquisition in content classrooms - 165/ES0 - ELL - 165.11.6398.00.001.25.ES0 - \$2,000, Carts for iPads - 165/ES0 - ELL - 165.11.6394.00.001.25.ES0 - \$1,000

Strategy 4 Details

Strategy 4: ESL teachers will provide an online site for parents to learn more about the resources available to improve language acquisition.

Strategy's Expected Result/Impact: Parents will be more knowledgeable about what their student is doing at school. Student achievement will improve.

Staff Responsible for Monitoring: ESL teachers

Problem Statements: Student Learning 7 - Perceptions 2

Strategy 5 Details

Strategy 5: A group of specifically chosen, at-risk students will be taught emotional intelligence and leadership skills through a variety of presentations, to include Challenge Day, in either a face-to-face or virtual environment. Students will gain an improved understanding of other peoples' experiences, how actions affect others, self-management, and healthy self-expression. These activities will build positive relationships among students and staff, which directly impacts student achievement.

Strategy's Expected Result/Impact: Improved attendance, behavior, and participation in academic courses.

Staff Responsible for Monitoring: KHS Administration

Problem Statements: Demographics 1, 2 - Perceptions 1

Funding Sources: Presenters to work with At Risk students - 166 - State Comp Ed - 166.11.6299.00.001.24.AR0 - \$13,000

Strategy 6 Details

Strategy 6: Teachers will provide tutoring during Power Hour to all students who failed two or more courses.

Strategy's Expected Result/Impact: Percentage of students failing will decrease

Staff Responsible for Monitoring: KHS Teachers,; KHS At-Risk Teachers; KHS Counselors; KHS At-Risk Counselor

Problem Statements: Demographics 2

Strategy 7 Details
<p>Strategy 7: ELL students will attend field trips to places which will enhance their English language acquisition. They will also have access to a variety of resources to enrich their academic environment</p> <p>Strategy's Expected Result/Impact: Student's will make real-world connections and obtain increased English language acquisition and comprehension.</p> <p>Staff Responsible for Monitoring: KHS Curriculum Director, KHS Campus Instructional Specialist, KHS ESL Teachers</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Field Trips to support ELL Program - 166 - State Comp Ed - 166.11.6412.00.001.24.AR0 - \$1,500, Field Trips to support ELL Program - 166 - State Comp Ed - 166.11.6494.00.001.24.AR0 - \$500</p>

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: While 70.35% of our students are At-Risk, 55% of identified At-Risk students met the criteria based on EOC failure.</p> <p>Problem Statement 2: 20.8% of identified At-Risk students meet the criteria due to failing 2 or more classes and 22.5% of identified At-Risk students meet the criteria due to being retained.</p>
Student Learning
<p>Problem Statement 7: English Language Learners have below 55% pass rate on the English I, and English II EOCs.</p>
Perceptions
<p>Problem Statement 1: Students receive minor discipline referrals (tardies, dress code violations, ID violations) which result in missed instructional time due to these violations.</p> <p>Problem Statement 2: There is an increased need for parental communication due to the increased number of student failures during the 2022-23 school year.</p>

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

Performance Objective 4: We will create an engaging classroom experience for all learners, using best research based practices, to improve student achievement by 15% on the 2024 EOC scores.

Evaluation Data Sources: Increase in students scoring at meets grade level or masters grade level on the 2024 EOC scores. Increase in percentage of students who earn credit each semester.

Strategy 1 Details
<p>Strategy 1: We will develop teacher instructional strategies through PLC activities. PLC discussions are guided by the KISD Problem of Practice/Theory of Action, our Campus Momentum Plan, and the implementation of T-TESS.</p> <p>Strategy's Expected Result/Impact: Peer discussion and collaboration in PLC meetings and walkthroughs observations.</p> <p>Staff Responsible for Monitoring: KHS Administrators</p> <p>Problem Statements: School Processes & Programs 1, 2</p>
Strategy 2 Details
<p>Strategy 2: Teachers and administrators will participate in professional development in the areas of social and emotional development, building relationships, informing instruction and learning strategies for helping struggling students to be successful and perform better academically.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will share information from training and collaborate with PLC groups to incorporate learned best practices.</p> <p>Staff Responsible for Monitoring: KHS Administrators; KHS Campus Instructional Specialist</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2</p> <p>Funding Sources: Teacher professional development for implementing strategies to improve instruction for our At Risk Learners - 166 - State Comp Ed - 166.13.6411.00.001.24.AR0 - \$15,510, Administrator professional development for implementing strategies to improve instruction for our At Risk Learners - 166 - State Comp Ed - 166.23.6411.00.001.24.AR0 - \$6,000, At Risk Counselor professional development in using data to improve instruction for our At Risk Learners - 166 - State Comp Ed - 166.31.6411.00.001.24.AR0 - \$2,000, Professional development books for implementing strategies to improve instruction for our At Risk Learners - 166 - State Comp Ed - 166.13.6329.00.001.24.AR0 - \$460</p>
Strategy 3 Details
<p>Strategy 3: G/T students will attend virtual and/or face-to-face field trips connected to their TEKS to places, such as but not limited to, colleges, museums, and historical sites, which will enhance their learning experience from the classroom. They will also have access to a variety of resources to enrich their academic environment.</p> <p>Strategy's Expected Result/Impact: Student's will make real-world connections and applications of the content learned in their classes.</p> <p>Staff Responsible for Monitoring: KHS Curriculum Director, KHS Campus Instructional Specialist, KHS G/T Teachers</p> <p>Problem Statements: Student Learning 8, 9</p> <p>Funding Sources: Field Trips tied to TEKS to support GT program - 177 - Gifted/Talented - 177.11.6412.00.001.21.000 - \$2,000, Field Trips tied to TEKS to support GT program - 177 - Gifted/Talented - 177.11.6494.00.001.21.000 - \$1,750</p>

Strategy 4 Details

Strategy 4: Teachers of At-Risk students will use technology in their classroom to provide credit recovery learning. Students will use computers and iPads to access the Edgenuity curriculum.

Strategy's Expected Result/Impact: Student achievement will improve with the assistance of the at-risk teacher and the Edgenuity program.

Staff Responsible for Monitoring: KHS Curriculum Director

Problem Statements: Demographics 1, 2

Funding Sources: Technology items to support at-risk students - 166 - State Comp Ed - 166.11.6398.00.001.24.AR0 - \$5,500

Strategy 5 Details

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

Strategy's Expected Result/Impact: Improved student performance in CTE courses; increased enrollment in CTE courses

Staff Responsible for Monitoring: KHS Administration; CTE Director

Problem Statements: Demographics 2 - School Processes & Programs 3

Funding Sources: Reading materials for CTE classes - 163 - Career & Technical Education (CTE) - 163.11.6329.00.001.22.000 - \$15,000, Computers, carts, printers, and technology items for CTE courses - 163 - Career & Technical Education (CTE) - 163.11.6398.00.001.22.000 - \$28,700, Instructional supplies to support CTE courses - 163 - Career & Technical Education (CTE) - 163.11.6399.00.001.22.000 - \$55,000, Travel for student trips - 163 - Career & Technical Education (CTE) - 163.11.6494.00.001.22.000 - \$5,000, Staff travel for CTSO competitions - 163 - Career & Technical Education (CTE) - 163.36.6411.00.001.22.000 - \$7,000, Student travel for CTSO competitions - 163 - Career & Technical Education (CTE) - 163.11.6412.00.001.22.000 - \$5,000, Student CTSO membership fees - 163 - Career & Technical Education (CTE) - 163.36.6495.xx.001.22.xxx - \$5,000, Presenters to work with CTE students - 163 - Career & Technical Education (CTE) - 163.11.6219.xx.001.22.xxx - \$10,300, Field Trips to support CTE students - entrance fees - 163 - Career & Technical Education (CTE) - 163.36.6412.HL.001.22.000 - \$5,000

Strategy 6 Details

Strategy 6: GT students will have access to a variety of enrichment materials and resources to support their learning.

Strategy's Expected Result/Impact: Differentiated instruction and improved student engagement and performance in advanced classes.

Staff Responsible for Monitoring: KHS Curriculum Instructional Specialist

Problem Statements: Student Learning 8, 9

Strategy 7 Details

Strategy 7: At Risk students will participate in field based instruction targeting areas of academic need. Field based instruction will occur at locations that teach or reinforce concepts from their TEKS that may be difficult to replicate in the classroom setting.

Strategy's Expected Result/Impact: Increased academic success for At Risk students. Build prior knowledge and experience which can be applied across content areas.

Problem Statements: Student Learning 1, 2, 3, 4, 5

Funding Sources: Field Trips to support At Risk Students - entrance fees - 166 - State Comp Ed - 166.11.6412.00.001.24.AR0 - \$4,000, Field Trips tied to TEKS to support At Risk Students - Transportation (Charter) - 166 - State Comp Ed - 166.11.6412.TR.001.30.AR0 - \$6,000, Field Trips tied to TEKS to support At Risk Students - Transportation (Yellow Bus) - 166 - State Comp Ed - 166.11.6494.00.001.24.AR0 - \$5,000

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: While 70.35% of our students are At-Risk, 55% of identified At-Risk students met the criteria based on EOC failure.
Problem Statement 2: 20.8% of identified At-Risk students meet the criteria due to failing 2 or more classes and 22.5% of identified At-Risk students meet the criteria due to being retained.
Student Learning
Problem Statement 1: Only 22% of students scored "meets grade level" on the Algebra I EOC.
Problem Statement 2: Only 41% of students scored "meets grade level" on the Biology EOC.
Problem Statement 3: Only 29.4% of students scored "meets grade level" on the English I EOC.
Problem Statement 4: Only 42% of students scored "meets grade level" on the English II EOC.
Problem Statement 5: Only 67% of students scored "meets grade level" on the US History EOC.
Problem Statement 6: Special Education students have below 30% pass rate on the English I and English II EOCs.
Problem Statement 7: English Language Learners have below 55% pass rate on the English I, and English II EOCs.
Problem Statement 8: 46.9 % of students were deemed college-ready in the 2020-2021 school year, which is below the state average.
Problem Statement 9: The percentage of students passing the AP exams is comparable to our district in most subject areas but is well below most of the state averages.
School Processes & Programs
Problem Statement 1: Teachers lack time to study student data in a meaningful context due to limited PLC time.
Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn additional strategies to use with At-Risk and Advanced students.
Problem Statement 3: Students understanding of and use of technology for academic purposes is limited.

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 the end of the 2024 school year, the number of EOC re-testers will decrease by 30%.

Evaluation Data Sources: Decrease in the number of students needing to test in the summer.

Strategy 1 Details
<p>Strategy 1: Each department will offer remediation beginning in September and continuing throughout the year during the evenings and weekends. Remediation will target all at-risk students including students who have failed a previous EOC. Remediation will focus on improving achievement in all sub-populations (at-risk African Americans, at-risk SPED, at-risk Economically Disadvantaged, and ELL).</p> <p>Strategy's Expected Result/Impact: Students will pass their EOC exams the first time and/or will pass them on the first retake.</p> <p>Staff Responsible for Monitoring: KHS Administration; KHS Teacher Leaders</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 7</p> <p>Funding Sources: Instructional supplies to support EOC tutoring - 166 - State Comp Ed - 166.11.6399.00.001.24.AR0 - \$20,000, Contracted STAAR/EOC Review Sessions for At Risk Students - 166 - State Comp Ed - 166.11.6299.00.001.24.AR0 - \$3,000</p>
Strategy 2 Details
<p>Strategy 2: Teachers will learn appropriate intervention techniques through professional development offerings. These techniques will help to target our ELL, at-risk SPED, at-risk Economically Disadvantaged, and at-risk African American populations.</p> <p>Staff will attend professional development training including but not limited to training for Visible Learners (Corwin), Dufour PLC Conference, Solution Tree Response to Intervention, Lead4Ward, Character Strong, and content specific PD targeting the needs of At Risk learners - to include social emotional learning (SEL).</p> <p>ESL teacher and administrator will attend SIOP training to better support ESL students in their immersive environment. Staff will also participate in virtual professional development focused on meeting the needs of at-risk students and bridging achievement gaps.</p> <p>Admin staff will support teachers in and monitor implementation of strategies learned in these trainings</p> <p>Strategy's Expected Result/Impact: Use of strategies and/or data learned at training.</p> <p>Staff Responsible for Monitoring: KHS Administration</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 7 - School Processes & Programs 2</p> <p>Funding Sources: Travel and registration costs for teachers of at-risk students to attend professional development including but not limited to Visible Learners (Corwin), Dufour PLC Conference, Solution Tree Response to Intervention, Lead4Ward, Character Strong, and content specific PD targeting the needs of At Risk learners - to include social emotional learning (SEL). - 166 - State Comp Ed - 166.13.6411.00.001.24.AR0 - \$14,000</p>

Strategy 3 Details
<p>Strategy 3: Teachers of at-risk students will participate in PLC sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations (at-risk African Americans, at-risk SPED, at-risk Economically Disadvantaged, and ELL).</p> <p>Strategy's Expected Result/Impact: Improvement in lesson planning; increased student engagement</p> <p>Staff Responsible for Monitoring: KHS Administration</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5, 7 - School Processes & Programs 1</p>
Strategy 4 Details
<p>Strategy 4: All students who failed an EOC will receive interventions during Power Hour.</p> <p>Strategy's Expected Result/Impact: Improvement on student EOC scores</p> <p>Staff Responsible for Monitoring: At-Risk Teachers and At-Risk Counselor</p> <p>Problem Statements: Demographics 1</p>

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: While 70.35% of our students are At-Risk, 55% of identified At-Risk students met the criteria based on EOC failure.</p> <p>Problem Statement 2: 20.8% of identified At-Risk students meet the criteria due to failing 2 or more classes and 22.5% of identified At-Risk students meet the criteria due to being retained.</p>
Student Learning
<p>Problem Statement 1: Only 22% of students scored "meets grade level" on the Algebra I EOC.</p> <p>Problem Statement 2: Only 41% of students scored "meets grade level" on the Biology EOC.</p> <p>Problem Statement 3: Only 29.4% of students scored "meets grade level" on the English I EOC.</p> <p>Problem Statement 4: Only 42% of students scored "meets grade level" on the English II EOC.</p> <p>Problem Statement 5: Only 67% of students scored "meets grade level" on the US History EOC.</p> <p>Problem Statement 7: English Language Learners have below 55% pass rate on the English I, and English II EOCs.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers lack time to study student data in a meaningful context due to limited PLC time.</p> <p>Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn additional strategies to use with At-Risk and Advanced students.</p>

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

Performance Objective 6: By the end of the 2023-2024 school year, the percentage of students scoring approaches grade level on the STAAR End of Course Exam in US History will increase by 2%, students scoring meets grade level will increase by 10%, and students scoring masters grade level will increase by 5%.

Evaluation Data Sources: Results of the 2023 US History End of Course Exam

Strategy 1 Details
<p>Strategy 1: Teachers will administer common formative and summative assignments in each unit. Scores and data will be used to provide intervention so that students will be successful on their EOC based summative assignments</p> <p>Strategy's Expected Result/Impact: Student success on summative assignments</p> <p>Staff Responsible for Monitoring: KHS Social Studies teachers; KHS Social Studies Lead Teacher</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 1</p>
Strategy 2 Details
<p>Strategy 2: Teachers utilize graphic organizers to help students understand the content and reinforce key ideas.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of concepts. EOC scores will improve.</p> <p>Staff Responsible for Monitoring: KHS Teacher Leader; US History PLC Support</p> <p>Problem Statements: Student Learning 5</p>
Strategy 3 Details
<p>Strategy 3: US History teachers will use their CUA Unit Guides and bridge days to plan for instruction and remediation or enrichment.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on EOC exams and within the course.</p> <p>Staff Responsible for Monitoring: KHS Teacher Leader; US History PLC Support</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 1</p>
Strategy 4 Details
<p>Strategy 4: US History PLC will meet after each CUA to disaggregate the data and formulate a remediation/enrichment plan.</p> <p>Strategy's Expected Result/Impact: Increased student engagement in the class and improved US History EOC scores.</p> <p>Staff Responsible for Monitoring: KHS Teacher Leader; US History PLC Support</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 1</p>

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 5: Only 67% of students scored "meets grade level" on the US History EOC.
School Processes & Programs
Problem Statement 1: Teachers lack time to study student data in a meaningful context due to limited PLC time.

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

Performance Objective 7: By the end of the 2023-2024 school year, the number of students scoring approaches grade level on the Algebra I STAAR End of Course exam will increase by 10%, students scoring meets grade level will increase by 10%, and students scoring masters grade level will increase by 5%.

Evaluation Data Sources: Results of the 2023 Algebra I End of Course Exam

Strategy 1 Details
Strategy 1: Increase teacher knowledge and use of technology to engage student learning and success. Teachers will use the TI inspire calculators and Desmos online calculator to increase engagement and success in learning. Strategy's Expected Result/Impact: Increased student exposure to technology to generate interest and success for all math students. Staff Responsible for Monitoring: KHS Teacher Leader; Math PLC Support Problem Statements: Student Learning 1, 6
Strategy 2 Details
Strategy 2: Special Education students will be served through a Resource Algebra I, Geometry, or Math Models class in order to provide more focused, differentiated instruction. Strategy's Expected Result/Impact: Improved performance of SPED students on the Algebra I EOC Staff Responsible for Monitoring: KHS Board Builder, SPED Coordinator Problem Statements: Demographics 1 - Student Learning 6
Strategy 3 Details
Strategy 3: Students will use the TSI, SAT and ACT prep in Imagine Math in their mathematics courses in order to be prepared for post-secondary entrance exams. Strategy's Expected Result/Impact: Increased number of students meeting CCMR requirements based on TSI, SAT, or ACT. Staff Responsible for Monitoring: KHS Teachers; KHS Curriculum Director Problem Statements: Student Learning 8

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: While 70.35% of our students are At-Risk, 55% of identified At-Risk students met the criteria based on EOC failure.
Student Learning
Problem Statement 1: Only 22% of students scored "meets grade level" on the Algebra I EOC.

Student Learning
Problem Statement 6: Special Education students have below 30% pass rate on the English I and English II EOCs.
Problem Statement 8: 46.9 % of students were deemed college-ready in the 2020-2021 school year, which is below the state average.

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 the end of the 2023-2024 school year, the number of students scoring approaches grade level on the Biology STAAR End Of Course exam will increase by 10%, the number of students scoring meets grade level will increase by 10%, the number of students scoring masters grade level will increase by 10%.

Evaluation Data Sources: Results of the 2023 Biology End of Course Exam

Strategy 1 Details
<p>Strategy 1: Teachers will administer common formative and summative assignments in each unit. Scores and data will be used to provide intervention so that students will be successful on their EOC based summative assignments.</p> <p>Strategy's Expected Result/Impact: Improved student success in the course. Increased achievement on the Biology EOC.</p> <p>Staff Responsible for Monitoring: KHS Teacher Leader; Science PLC Support</p> <p>Problem Statements: Student Learning 2</p>

Performance Objective 8 Problem Statements:

Student Learning
<p>Problem Statement 2: Only 41% of students scored "meets grade level" on the Biology EOC.</p>

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 the end of the 2023-2024 school year, the number of students scoring approaches grade level on the English I and II STAAR End Of Course exam will increase by 10%, the number of students scoring meets grade level will increase by 10%, the number of students scoring masters grade level will increase by 5%.

Evaluation Data Sources: Results of the 2023 English I and English II End-of-Course Exams

Strategy 1 Details
<p>Strategy 1: Special Education students will be served through a Resource English class in order to provide more focused, differentiated instruction to improve achievement for our SPED population.</p> <p>Strategy's Expected Result/Impact: Improved performance of SPED students on the English I and English II EOCs</p> <p>Staff Responsible for Monitoring: KHS Board Builder, KHS SPED Coordinator</p> <p>Problem Statements: Student Learning 3, 4, 6</p>
Strategy 2 Details
<p>Strategy 2: Senior students who have not passed the English I and/or English II EOCs may be placed in a remediation class or pulled out for specific intervention assistance.</p> <p>Strategy's Expected Result/Impact: Improved performance on the English I and English II EOCs</p> <p>Staff Responsible for Monitoring: KHS Administrator, English Teacher Leader</p> <p>Problem Statements: Student Learning 3, 4, 6</p>
Strategy 3 Details
<p>Strategy 3: Teachers will administer common formative and summative assignments in each unit. Scores and data will be used to provide intervention so that students will be successful on their EOC based summative assignments.</p> <p>Strategy's Expected Result/Impact: Improved student success in the course. Increased achievement on the English I and II EOC.</p> <p>Staff Responsible for Monitoring: KHS Teacher Leader; English PLC Support</p> <p>Problem Statements: Student Learning 3, 4</p>

Performance Objective 9 Problem Statements:

Student Learning
<p>Problem Statement 3: Only 29.4% of students scored "meets grade level" on the English I EOC.</p> <p>Problem Statement 4: Only 42% of students scored "meets grade level" on the English II EOC.</p>

Student Learning
Problem Statement 6: Special Education students have below 30% pass rate on the English I and English II EOCs.

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: We will implement professional development programs which improve teacher performance by the end of the year in instructional delivery, classroom management, and responding to the needs of students related to student achievement in classroom grades and EOC scores.

Evaluation Data Sources: Increase in student achievement related to grades and EOC scores. Decrease in referrals.

Strategy 1 Details
<p>Strategy 1: We will bring in professional development presenters for teachers of At-Risk students and/or ESL students to learn more about instructional strategies for differentiation, using collaboration in the classroom, and designing engaging lessons. We will continue our learning through the use of books utilized during the presentation.</p> <p>Strategy's Expected Result/Impact: Teachers will have more strategies for providing targeted instruction for At-Risk students. Student achievement will improve.</p> <p>Staff Responsible for Monitoring: KHS Curriculum Director; KHS Campus Instructional Specialist</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5, 6, 7</p> <p>Funding Sources: Books for professional development related to ESL strategies - 165/ES0 - ELL - 165.13.6329.00.001.25.ES0 - \$1,000, Professional Development Presenter for At-Risk specific strategies to improve student achievement - 166 - State Comp Ed - 166.13.6299.00.001.24.AR0 - \$4,000, Professional Development Presenter for ESL strategies - 165/ES0 - ELL - 165.13.6299.00.001.25.ES0 - \$3,000</p>
Strategy 2 Details
<p>Strategy 2: Encourage teachers to attend professional development to explore instructional strategies, classroom management, and relationship building skills.</p> <p>Strategy's Expected Result/Impact: Observations of evidence of training demonstrated through classroom application.</p> <p>Staff Responsible for Monitoring: KHS Administration;</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 8, 9 - School Processes & Programs 2</p> <p>Funding Sources: Professional development to explore instructional strategies, classroom management, and relationship building skills - 166 - State Comp Ed - 166.13.6411.00.001.24.AR0 - \$4,000</p>
Strategy 3 Details
<p>Strategy 3: Staff of G/T students will attend G/T training on the needs, instruction, and assessment of GT students. Teachers will use strategies they learned in their planned instruction for students.</p> <p>Strategy's Expected Result/Impact: Teachers will understand and be able to address the needs of gifted and talented students in their classrooms.</p> <p>Staff Responsible for Monitoring: KHS Curriculum Director, KHS Campus Instructional Specialist</p> <p>Problem Statements: Student Learning 8, 9 - School Processes & Programs 2</p> <p>Funding Sources: Instructional Supplies to support GT program. - 177 - Gifted/Talented - 177.11.6399.00.001.21.000 - \$6,000, PD for teachers of GT students - 177 - Gifted/Talented - 177.11.6411.00.001.21.000 - \$4,000</p>

Strategy 4 Details

Strategy 4: ESL teachers will attend professional development for training on current best practices and instructional strategies to support the academic achievement of our English Language Learners. Instructional supplies will be provided to support the implementation of best practices in the ESL classroom.

Strategy's Expected Result/Impact: Teachers of ESL students will utilize best practices. ESL students will be more successful in passing their courses and their EOC exams.

Staff Responsible for Monitoring: ESL Teachers; KHS Administration

Problem Statements: Student Learning 7 - School Processes & Programs 2

Funding Sources: TexTESOL State Conference or AVID Summer Institute for teachers of English Language Learners - 165/ES0 - ELL - 165.13.6411.00.001.25.ES0 - \$4,630, TexTESOL State Membership - 165/ES0 - ELL - 165.13.6495.00.001.25.ES0 - \$500, ELL Teacher Registration and Travel to Differentiated Instructional Workshops/Professional Development - 165/ES0 - ELL - 165.13.6411.00.001.25.ES0 - \$1,500, Registration and travel for teachers to the Title III Symposium - 263 - ESEA, Title III Part A - 263.13.6411.LE.001.25.000 - \$2,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: While 70.35% of our students are At-Risk, 55% of identified At-Risk students met the criteria based on EOC failure.

Problem Statement 2: 20.8% of identified At-Risk students meet the criteria due to failing 2 or more classes and 22.5% of identified At-Risk students meet the criteria due to being retained.

Student Learning

Problem Statement 1: Only 22% of students scored "meets grade level" on the Algebra I EOC.

Problem Statement 2: Only 41% of students scored "meets grade level" on the Biology EOC.

Problem Statement 3: Only 29.4% of students scored "meets grade level" on the English I EOC.

Problem Statement 4: Only 42% of students scored "meets grade level" on the English II EOC.

Problem Statement 5: Only 67% of students scored "meets grade level" on the US History EOC.

Problem Statement 6: Special Education students have below 30% pass rate on the English I and English II EOCs.

Problem Statement 7: English Language Learners have below 55% pass rate on the English I, and English II EOCs.

Problem Statement 8: 46.9 % of students were deemed college-ready in the 2020-2021 school year, which is below the state average.

Problem Statement 9: The percentage of students passing the AP exams is comparable to our district in most subject areas but is well below most of the state averages.

School Processes & Programs

Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn additional strategies to use with At-Risk and Advanced students.

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: Throughout the year, we will maintain a culture where our campus staff feel valued and appreciated as demonstrated through campus surveys and communication with staff members with 80% of staff indicating agree or strongly agree on the EOY survey.

Evaluation Data Sources: Surveys of staff, individual conversations.

Strategy 1 Details
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: Campus staff will feel valued. Staff Responsible for Monitoring: KHS Faculty and Staff Club Sponsors
Strategy 2 Details
Strategy 2: A weekly newsletter will be published to celebrate faculty and staff accomplishments and inform everyone of upcoming events. Strategy's Expected Result/Impact: Staff will be more aware of what is happening on campus. Staff Responsible for Monitoring: KHS Administration
Strategy 3 Details
Strategy 3: We host traditional "Roo Family" gatherings throughout the year to include a holiday meal in the fall and a fish fry in the spring. Strategy's Expected Result/Impact: Improved staff morale Staff Responsible for Monitoring: KHS Administration
Strategy 4 Details
Strategy 4: 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: Improved staff morale and retention. Staff Responsible for Monitoring: KHS Administration
Strategy 5 Details
Strategy 5: The campus will promote movement and mental health. Monthly suggestions will be shared with our staff, students, parents, and community to prioritize their physical and mental health and promote a healthy work and home life balance. Strategy's Expected Result/Impact: Decrease in staff stress level. Improved staff morale and retention. Staff Responsible for Monitoring: KHS Administration.

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

Performance Objective 1: KHS staff view parents and community as partners in educating our students and seek every opportunity to involve parents and community in campus events through social media, online communications, phone calls, and community outreach. Parent participation will be measured by the Qualtrics survey provided by the District.

Evaluation Data Sources: Campus event attendance

Strategy 1 Details
<p>Strategy 1: KHS will offer multiple opportunities for parents to be part of the school. This will include a Roo Meet and Greet and a Walk A Mile In My Shoes Day.</p> <p>Strategy's Expected Result/Impact: Parents will feel more connected to the campus and will provide feedback.</p> <p>Staff Responsible for Monitoring: KHS Staff</p> <p>Problem Statements: Perceptions 2</p>
Strategy 2 Details
<p>Strategy 2: The campus will partner with parents and community members in recognizing the academic achievements of students in order to foster a positive attitude toward school and encourage students to succeed. Recognition will be given through award ceremonies, positive promotional prizes, and verbal/written communication.</p> <p>Strategy's Expected Result/Impact: Families and the community will help us to recognize students as positive reinforcement for desired behaviors.</p> <p>Staff Responsible for Monitoring: KHS Administration, GEAR UP Facilitator</p> <p>Problem Statements: Perceptions 2</p>
Strategy 3 Details
<p>Strategy 3: Students and parents will have the opportunity to participate in informative sessions about college, financial literacy, career counseling, and student/parent workshops.</p> <p>Strategy's Expected Result/Impact: Student and parent involvement at campus events will increase.</p> <p>Staff Responsible for Monitoring: KHS Administration, AVID Coordinator, KHS Counseling Team and GEAR-UP facilitators</p> <p>Problem Statements: Student Learning 8 - Perceptions 2</p>

Strategy 4 Details
<p>Strategy 4: ELL teachers will host educational parent meetings for parents of LEP students on topics that will allow parents to help their children succeed academically.</p> <p>Strategy's Expected Result/Impact: ELL family involvement will improve.</p> <p>Staff Responsible for Monitoring: KHS Administration, ELL teachers</p> <p>Problem Statements: Student Learning 7 - Perceptions 2</p> <p>Funding Sources: Supplies for LEP Parent Meeting - 263 - ESEA, Title III Part A - 263.61.6399.LE.001.25.000 - \$200, Snacks for LEP Parent Meeting - 263 - ESEA, Title III Part A - 263.61.6499.LE.001.25.000 - \$200</p>

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 7: English Language Learners have below 55% pass rate on the English I, and English II EOCs.</p> <p>Problem Statement 8: 46.9 % of students were deemed college-ready in the 2020-2021 school year, which is below the state average.</p>
Perceptions
<p>Problem Statement 2: There is an increased need for parental communication due to the increased number of student failures during the 2022-23 school year.</p>

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: Throughout the year, Killeen High School administration, staff, and campus police will work together to ensure order, safety, and discipline at all times on our campus in order to provide a safe and positive learning environment for all students and staff resulting in a decrease in referrals and discipline incidents. Campus referrals will decrease by 5%.

Evaluation Data Sources: Decrease in referrals and discipline incidents

Strategy 1 Details
<p>Strategy 1: KHS Staff will utilize the Character Strong curriculum each week to address social and emotional learning needs. Throughout the year, KHS will use Character Strong as a supplemental program for SEL and character education with our At-Risk students through intervention classes resulting in a decrease in aggression and emotional distress and an increase in student achievement.</p> <p>Strategy's Expected Result/Impact: We will see reduced aggression and emotional distress and improved positive attitudes from students which will also allow for increased academic achievement.</p> <p>Staff Responsible for Monitoring: KHS Administration; KHS Counselors; Gear-Up Coordinators</p> <p>Problem Statements: Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: Students will be given opportunities to continue their learning online when placed in an alternative learning environment due to disciplinary consequences.</p> <p>Strategy's Expected Result/Impact: Students will remain on track with their academic progress.</p> <p>Staff Responsible for Monitoring: KHS Administration; KHS ISS Teacher</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>
Strategy 3 Details
<p>Strategy 3: The campus conduct committee looks at ways to improve classroom management through the use of restorative discipline strategies. Our In-School-Suspension program promotes these same strategies to help students reflect on their behaviors.</p> <p>Strategy's Expected Result/Impact: Improved behavior in the classroom which results in increased student achievement.</p> <p>Staff Responsible for Monitoring: KHS Campus Conduct Committee</p> <p>Problem Statements: Perceptions 1</p>

Strategy 4 Details
<p>Strategy 4: Assistant principals will partner with counselors to work together to identify and meet student needs.</p> <p>Strategy's Expected Result/Impact: Early intervention when students are struggling with academics or behaviors.</p> <p>Staff Responsible for Monitoring: KHS Administration; KHS Counselors</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</p>
Strategy 5 Details
<p>Strategy 5: We have a counselor who serves as the transition counselor for students returning from DAEP placement. This counselor will set up mentoring, counseling, and motivational activities for the returning students.</p> <p>Strategy's Expected Result/Impact: Decrease in number of students returning to the DAEP setting. Increased positive relationships for students on campus.</p> <p>Staff Responsible for Monitoring: KHS Counselor</p> <p>Problem Statements: Perceptions 1</p>
Strategy 6 Details
<p>Strategy 6: Staff will be trained in Trauma Informed Care practices in order to increase awareness of how students are affected by trauma.</p> <p>Strategy's Expected Result/Impact: Improved relationships among staff and students. Increased student achievement due to increased positive relationships.</p> <p>Staff Responsible for Monitoring: KHS Counselors</p> <p>Problem Statements: Perceptions 1</p>
Strategy 7 Details
<p>Strategy 7: Students and staff will be trained on all campus safety expectations required by campus, district, state, and federal law.</p> <p>Strategy's Expected Result/Impact: Improved safety procedures and processes on campus.</p> <p>Staff Responsible for Monitoring: KHS Admin and campus safety coordinator</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: While 70.35% of our students are At-Risk, 55% of identified At-Risk students met the criteria based on EOC failure.</p> <p>Problem Statement 2: 20.8% of identified At-Risk students meet the criteria due to failing 2 or more classes and 22.5% of identified At-Risk students meet the criteria due to being retained.</p>
Perceptions
<p>Problem Statement 1: Students receive minor discipline referrals (tardies, dress code violations, ID violations) which result in missed instructional time due to these violations.</p>

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

Performance Objective 1: 90% of the campus instructional budget will be spent on training, resources, supplies, and field-based instruction which will directly impact and recognize student achievement.

Evaluation Data Sources: Campus improvement plan funding summary

Strategy 1 Details
Strategy 1: The administrative team 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: KHS Curriculum Director
Strategy 2 Details
Strategy 2: The 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: KHS Curriculum Director; KHS SBDM Committee

2023-2024 SBDM (HS)

Committee Role	Name	Position
Principal	Kara Trevino	Principal
Classroom Teacher	Michael Donnell	English/ELAR
Classroom Teacher	Max Easton	Math
Classroom Teacher	Samantha Berg	Social Studies
Classroom Teacher	Donna Gilbert	Science
Classroom Teacher	Jalonda Jones	SPED Teacher
Business Representative	Shashawnah Smith	Business Representative
Community Representative	Trina Thompson	Community Member
District-level Professional	Kimberly McClish	District-Level Professional
Parent	DeVaughn Allen	Parent
Parent	Lisa Risk	Parent
Campus Administrator	Christina Walker	Curriculum Director
Campus Administrator	Sarah Castleberry	CIS
Classroom Teacher	Terrell McDonald	English
Classroom Teacher	Blake Yonker	Social Studies
Classroom Teacher	Nichole Brieno-Young	Social Studies
Classroom Teacher	Nick Bernard	Social Studies
Business Representative	Pastor James Shackelford	Business Representative
Classroom Teacher	Mariah Mueller	Fine Arts
Classroom Teacher	Dawn Spiller	Math