

Killeen Independent School District

C.E. Ellison High School

2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

In August of 1978, the Killeen Independent School District opened its second high school. C.E. Ellison High School, named after a former KISD Superintendent, C.E. Ellison, opened its doors to the first-ever 9th to 12th-grade cohort of students. Prior to 1978, 9th graders were educated at the middle level in the district.

The Ellison High School community is a diverse group of students, staff, parents, and stakeholders with a wide variety of backgrounds, including multi-generational Killeen families, along with families transplanted to Killeen due to military assignments and civilian relocations. Ellison High School is an example of the evolving population of Killeen/Harker Heights, as the civilian population in this area and on the EHS campus continues to grow and become more evenly shared between military and civilian households.

Ellison High School is a positive example of a diverse campus, as students tend to associate with one another primarily according to common interests, especially common extracurricular commitments, rather than strictly along racial or ethnic lines. There is no trend of student conflict or division along racial lines, which is also a positive sign of a diverse and peaceful student body.

Ellison High School concluded the 2022-2023 academic school year with the following demographic data derived from the KISD E-School Database:

Enrollment by Grade Level

Total Student Enrollment: 1625		
Grade Level	Enrollment	Percentage
9th Grade	452	28%
10th Grade	414	25%
11th Grade	327	20%
12th Grade	432	27%

Sub-Population Breakdown

Ethnicity	Percentage
African American	55%
Hispanic	30%
White	29%
American Indian	.7%
Asian	.5%
Pacific Islander	.4%

Ethnicity	Percentage
2 or More Races	0%

Curricular Programming

Programmatic Services	Enrollment	Percentage
General Education	1376	85%
Special Education	249	15%
Section 504	254	16%
Gifted and Talented	95	4%
Gifted and 504	8	n/a
Gifted and SPED	2	n/a
Economically Disadvantaged (ED)		
English Language Learners (ELL)	133	6%
At-Risk (AR)	1069	66%
Mobility Rate		
Homeless Awareness and Response Program (HARP)	11	.7%
Advancement Via Individual Determination (AVID)	48	3%
Science, Technology, Engineering, Mathematics (STEM)		5 8%

Because sixty-six percent of the EHS student population falls in the At-Risk category, Ellison High School strives to provide additional support for students who meet the criteria. Though there are 15 criteria areas, the table below identifies the top 6 areas of focus as it relates to our At-Risk student population. Ellison High School staff is aware that students may meet more than one criterion. Therefore, we are consistently observant of students who are at risk of dropping out of high school.

At-Risk Criteria	Total # of Students Meeting the Criteria	Percentage of the population
STAAR/EOC/TAKS Testing Failure	1302	77.9%
DAEP Placement	99	5.9%
Failed 2 or More Classes	923	55%
Limited English Proficient (LEP)	191	11.4%
Retention	294	17.6%
Dyslexia	196	11.7%

The Ellison High School community is a diverse group of students, parents, and stakeholders with a wide variety of backgrounds, including multi-generational Killeen families, along with families transplanted to Killeen due to military assignments and civilian relocations. Ellison High School is proud to be an example of how an evolving population of Killeen and Harker Heights communities comes together to provide the best education possible for its students. As the Ellison High School campus continues to grow, it strives to create an atmosphere where students are free to associate with one another according to common interests and hobbies while still honoring ethnic and cultural backgrounds.

Ellison Educators

Ellison pushes to find the best educators in the profession year after year. Over 94% of the teaching staff have at least one year of experience walking in the door. According to the 2021-2022 TAPR report, the majority of teachers employed at Ellison High School have at least one year to 5 years of experience. Forty-three point nine percent of the teachers are in this category, followed closely by teachers with 11-20 years of experience at 37%. Though the majority of the student population is minority, the ethnic population of teachers is dissimilar. However, the makeup of the campus staff is similar to the makeup of the district population.

Total Ellison High School Teachers	142.7			
EHS Educators By Ethnicity	Campus Count	EHS Percentage	KISD Percentage	State Percentage
African American	26.5	18.6%	22.3%	11.2%
Hispanic	21.3	15.0%	17.9%	28.9%
White	86.5	60.6%	52.6%	56.4%
American Indian	.2	.2%	.5%	.3%
Asian	0	0%	1.6%	1.9%
Pacific Islander	0	0%	.5%	.1%
Two or More Races	8.2	5.7%	4.6%	1.2%

Demographics Strengths

*Ellison High School has a diverse student population.

*Ellison High School's student body is culturally sensitive and seeks ways to increase sensitivity across the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students and parents may not perceive that staff may easily understand their perspectives due to demographic differences. **Root Cause:** Though staff demographics have moved towards a more ethnically diverse population, there is a disparity between the non-white student population (83%) and the non-white staff (58.8%).

Problem Statement 2: The percentage of students categorized as Economically Disadvantaged has remained steady at 45% **Root Cause:** Various factors in community at large.

Problem Statement 3: Ellison High School has a high number of students meeting the at-Risk criteria particularly in areas related to academic performance. **Root Cause:** Academic failure is the cause of many students meeting the At-Risk Criteria at EHS with 17.6% of students being retained.

Student Learning

Student Learning Summary

Student Learning Summary

The 2021-2022 academic year was the first normal school year post-pandemic. The End of Course Exams scores were part of our accountability rating for last school year. With that in mind, Ellison High School is tracking a 3-year longitudinal view to compare how student outcomes are increasing post-pandemic.

The main instructional focus for the 22-23 school year was to close gaps in learning losses that occurred as a result of the COVID-19 pandemic. Teachers will continue with that focus for the 2023-2024 school year. As a result, Ellison High School saw minor academic gains in three of five core content areas.

STAAR Assessments

In Texas, students must pass five state exams as a graduation requirement. The STAAR End-of-Course exams are administered in English I, Algebra I, Biology, and U.S. History. The most recent preliminary STAAR data for EHS shows some encouraging signs and causes for attention.

End-of-Course Exam	Percentage of Students Passing								
	2023 State of Texas Approaches	2023 KISD Approaches	2023 Ellison Approaches	2023 State of Texas Meets	2023 KISD Meets	2023 Ellison Meets	2023 State of Texas Mastered	2023 KISD Mastered	2023 Ellison HS Mastered
English I	71%	71%	58%		31%	37%		6%	6%
English II	74%	73%	71%		46%	48%		5%	3%
Algebra I	78%	75%	58%		12%	18%		20%	6%
Biology I	89%	89%	87%		51%	46%		16%	13%
US History	95%	96%	94%		72%	71%		42%	35%
Special Education	State Percent Score	KISD Percent Score	Ellison Percent Score	State Satisfactory	KISD Satisfactory	Ellison Satisfactory	State Accomplished	KISD Accomplished	Ellison Accomplished
English I		80%	77%		89%	77%		46%	46%
English II		79%	82%		96%	100%		50%	47%
Algebra I		79%	73%		95%	92%		45%	23%
Biology I		83%	79%		97%	92%		44%	54%
US History		81%	75%		93%	90%		44%	40%

STAAR Data Over Time

End of Course Exam	Ellison High School Progress Over Time									
	2023 Approaches	2022 Approaches	2021 Approaches	2023 Meets	2022 Meets	2021 Meets	2023 Masters	2022 Masters	2021 Masters	Percent of Change Between 2022 & 2023 Approaches
English I	58%	67%	68%	31%	47%	68%	6%	4%	9%	9%-
English II	72%	70%	75%	46%	54%	75%	3%	3%	7%	2%+
Algebra I	58%	67%	47%	12%	26%	47%	6%	10%	3%	9%-
Biology I	87%	84%	78%	33%	53%	78%	13%	19%	21%	3%+
US History	94%	91%	90%	36%	72%	90%	33%	38%	41%	3%+

The rate of change is significantly negative for English II pre and post-pandemic. The rate of change is significantly negative for Algebra I pre and post-pandemic. There is no significant change in English I, Biology I, and US History. We also note that we must focus on our special education population.

*The 2021 assessment season showed a lower percentage of participation in each test administration which could cause variation in the scoring outcomes. The 2020 STAAR test was not administered since that was the onset of the pandemic. The scores for 2019 remained in place for two years during the pandemic, where the Texas schools received a not rated: state of disaster rating.

EHS will continue to develop instructional strategies based on comparing student performance between 2019 and 2023. Our data indicate a need for academic interventions and improved strategies for initial instruction and student motivation.

Data derived from the Texas Performance Reporting System for 2021-2022 includes information regarding Bilingual/ESL, College, Career, Military Readiness, Advance Placement, and Graduation Rates.

Bilingual Education/English as a Second Language

End of Course Exam	STAAR Performance Rate by Subject and Performance Level								
	Pre-Pandemic School Year 2019								
	State			District			Ellison High School		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Grades/ All Subjects	78%	50%	24%	74%	44%	18%	73%	49%	12%
English I & II	75%	48%	21%	71%	42%	15%	62%	43%	2%
Algebra I	82%	52%	26%	79%	48%	23%	71%	37%	7%
Biology I	81%	54%	25%	76%	45%	17%	86%	54%	17%
US History	81%	55%	33%	77%	50%	29%	93%	76%	42%
During Pandemic School Year 2021									

End of Course Exam	STAAR Performance Rate by Subject and Performance Level								
	Pre-Pandemic School Year 2019								
	State			District			Ellison High School		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
EOC Exams	State			District			Ellison High School		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Grades/ All Subjects	67%	41%	18%	66%	37%	14%	74%	50%	16%
English I & II	68%	45%	18%	67%	41%	15%	72%	55%	8%
Algebra I	66%	37%	18%	64%	32%	13%	59%	20%	3%
Biology I	71%	44%	20%	69%	38%	15%	77%	51%	21%
US History	73%	49%	29%	73%	48%	27%	91%	70%	43%
Post-Pandemic School Year 2022									
End of Course Exam	State			District			Ellison High School		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Grades/All Subjects	74%	48%	23%	70%	40%	17%	76%	48%	13%
English I & II	75%	53%	25%	72%	47%	19%	68%	49%	4%
Algebra I	72%	42%	20%	66%	33%	13%	70%	27%	8%
Biology I	76%	47%	21%	70%	38%	14%	84%	51%	18%
US History	75%	50%	30%	72%	45%	25%	91%	68%	34%

Ellison's English Learners show strength in science and social studies during Pre-pandemic and the pandemic. Both subject areas exceed state and district categorical ratings. Purposeful tracking of EL students in ELAR and math will be needed using district-adopted systems such as 3 Essentials Plus 1.

Helping ELL students improve performance continues to be a concern, as the EHS ELL staff works diligently with students and guides the EHS staff through the annual TELPAS assessment. 2019 STAAR data indicates ELL students at EHS are making significant gains in academic performance: ELL student performance at the “Approaches” level is within 5% of the general student population in both ELA I and ELA II. ELL student performance at the “Approaches” level is actually 2% ABOVE the general student population in Algebra I. ELL student performance at the “Approaches” level in Biology and US History is within 10% and 11% of the general student population. This performance results from effective teaching strategies by the two ELL teachers at EHS, along with the support of the ELL aide at EHS.

Attendance, Graduation Rate, Drop Out Rate

Reporting Rates	2018-2019 Pre-Pandemic			2019-2020 Mid-Pandemic			2021-2022 Post-Pandemic Campus
	State	District	Campus	State	District	Campus	
Attendance Rate	95%	95%	93%	98%	98%	98%	92%
Drop Out Rate	6%	5%	4%	5%	5%	3%	6%
Graduates	94%	95%	96%	95%	95%	97%	95%

Data moved in a positive direction. Attendance and graduation rates increased during the onset of the pandemic. Dropout rates increased.

College, Career, or Military Readiness

Reporting Categories	2018-2019 Pre-Pandemic			2019-2020 Mid-Pandemic			2020-2021 Post-Pandemic Campus
	State	District	Campus	State	District	Campus	
TSI Graduates ELAR and Math	44%	33%	33%	43%	32%	24%	25%
Advanced Placement	51%	28%	17%	59%	38%	33%	7%
Graduates with Associates	2%	7%	2%	2%	7%	1%	.6%
Graduates with Dual Credit Courses	23%	20%	16%	25%	22%	17%	18%
SAT/ACT All Subjects	75%	50%	55%	77%	44%	44%	N/A

Ellison High School trails the state average in challenging coursework. Administration and counselors will incorporate a plan of action to recruit, monitor, and provide academic support for rigorous courses. Ellison did make significant gains in advanced placement participation and scores. Ellison High School teachers utilize the curriculum adopted by the district. We strive to tightly align the targets and tasks to the state standards and 21st-century learning skills.

EHS is working to improve its performance in these indicators, in addition to state accountability. The 23-24 school year will continue to focus on this broad range of college readiness indicators, and our goal is to become a campus known for success across this broad range of college readiness indicators rather than being known only for success on state assessments. Implementation of ACT and SAT boot camps and Wake-Up Wednesday will continue. We will be adding Saturday workshops that students can sign up for to enrich their learning in preparation for high-stakes testing and college entrance exams.

Meeting the needs of GT students is an ongoing concern in the absence of a separate program for GT students. All teachers are expected to incorporate differentiated lesson planning for GT learners, though it is a common assumption that GT learners are served through the Pre-AP, AP, and Dual Credit curriculum settings. TAPR data from 19-20 indicates that EHS trails the state average in students earning passing scores on AP/IB exams by a differential of 13.6% to 25.2%, though the EHS performance is an improvement over 2019.

The overall accountability rating for EHS is projected to be a D letter grade. There is a focused concern in the Academic Growth area and CCMR. PLC time will be used to understand better how this grade is calculated and what strategies EHS can employ to work to improve this specific area of our accountability.

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more Domains. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and aligning resources and support to the needs of each school (see addendum).

Student Learning Strengths

- *Use of Schoology continues to be the preferred platform for designing student learning opportunities.
- *There was a 14-point gain in Advanced Placement scores.
- *Biology I scores are within a 5-point difference from the district scores.
- *History at EHS of average to strong performance on state assessments.
- *ELL student performance is gradually improving compared to the general student population.
- *High percentage of parents indicates that teachers promptly respond to parent questions.
- *High percentage of parents indicate they believe their students' teachers assign challenging and relevant work.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: EHS trails the district and state averages for "Approaches", "Meets", and "Masters" in ELA I and ELA II STAAR performance. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 2: Number of students failing multiple courses is high. **Root Cause:** EHS instructional culture does not consistently understand the mindset of students who are not independently motivated to succeed academically.

Problem Statement 3: Number of students needing to retest on STAAR is high. **Root Cause:** Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.

Problem Statement 4: While improvement on STAAR is encouraging evidence of growth, ELL students require additional academic support to succeed in course work as well as state testing. **Root Cause:** EHS instructional culture must better account for the ways in which ELL students often experience difficulty bridging gaps in academic language fluency.

Problem Statement 5: EHS teachers struggle to provide differentiated instruction for GT learners. **Root Cause:** EHS instructional strategies do not address GT needs in a separate context; embedded differentiation is required for GT learners. within the classroom setting.

Problem Statement 6: EHS trails the district and state averages for "Approaches", "Meets", and "Masters" in Algebra I STAAR performance. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 7: Administrators and teachers need ongoing professional development to improve ability to meet the needs of specific accountability subgroups. **Root Cause:** Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.

Problem Statement 8: Many students experienced gaps in learning in every content area during the COVID closure and afterwards. **Root Cause:** Students were not on campus to receive in-person instruction, with varying experiences in remote learning in Spring 2020 thru Spring 2021.

Problem Statement 9: ELL students face significant academic challenges while mastering academic English in the school setting. **Root Cause:** There is a struggle with finding a

balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 10: There is a need to strengthen teacher knowledge and skills to provide differentiated lessons for the GT learner. **Root Cause:** GT learners require differentiated lesson planning and instruction.

Problem Statement 11: FFA students require FFA memberships in order to participate in FFA shows. **Root Cause:** FFA shows require memberships.

Problem Statement 12: Some ELL students may be perceived as having learning needs, when the only issue is a language barrier. **Root Cause:** It may be difficult to distinguish a language barrier from a difficulty with comprehension.

Problem Statement 13: Students identified as Gifted and Talented are not scoring in the mastery levels on state assessments. **Root Cause:** There is a struggle with providing students with tasks at the analyze and create DOK levels.

Problem Statement 14: CTE Teachers require updated information about advances in their fields of instruction **Root Cause:** CTE Teachers do not attend regular training that provides updates in their fields of instruction.

Problem Statement 15: CTE Students need to engage in more training and development opportunities to enhance their abilities to certify in their area of interest. **Root Cause:** CTE students who attempt the certification exams are not passing the first time.

Problem Statement 16: CTE and Foreign Language Courses are overcrowded, and at-risk students need more individualized attention from their teachers to become successful
Root Cause: The student:teacher ratio is disproportionate.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

It is our goal at Ellison High School to increase alignment between state standards and the tasks/activities for students. Teachers are expected to utilize the instructional focus documents and the vertical alignment documents found in the TEKS Resource System with fidelity. Both of our campus technologists work side by side with teachers to help them understand the technology applications for students at every level. Together they implement activities that will help our students move forward thinking into the future world of technology- coding, programming, and engineering.

The campus master schedule provides opportunities for students to choose a variety of coursework to suit their individual academic needs. The courses are rigorous and challenging and will prepare them for college-ready course loads. We want our students to see themselves as high achievers willing to push themselves despite obstacles. We provide foundational-level coursework in English, Math, Science, and Social Studies. Students may also choose to take advanced-level work or dual credit courses. We are working to find better ways to promote the advanced level coursework and advertise the availability of the dual credit courses so that enrollment will increase. Students in grades 10-11 can take the TSIA2 to determine eligibility for dual credit courses the following school year. Students are also encouraged to follow their interests when choosing coursework. Exploring career fields is the best way to identify if they want to pursue that as a lifelong career. At Ellison, students can take various fine arts courses, and at the Killeen Career Center, students can take courses such as cosmetology, computer sciences, auto mechanics, welding, culinary arts, etc. Most students get an opportunity to learn about the Career Center beginning in grade 8. Middle Schools take students on a field-based learning experience to get a first-hand look at what it offers. Web-based virtual tours of the Career Center Campus can be organized for any campus desiring to see it. Finally, students who are interested in the military take a multi-aptitude battery to assess occupational success and future academic success. This battery is called the ASVAB aptitude test. All EHS students will have an opportunity to take the ASVAB. The results will serve as another piece of data for students to help make decisions about their future endeavors.

Teachers are learning how to utilize data to inform instruction. They are becoming more familiar with Eduphoria Aware to track student progress. Teachers are learning about the Response to Intervention (RTI) process when students consistently struggle in learning.

Teachers can access mobile labs to help students interact with the curriculum in novel ways. It is our expectation at Ellison High School that every student experiences student-centered instruction coupled with a strong network of instructional support to increase the likelihood of learning success. Though the Zoom platform was utilized primarily during the virtual teaching phase when we returned to 100% face-to-face instruction, teachers continued to use the platform to meet with parents and students who were home ill and to provide a hybrid tutoring model as needed to students who were unable to stay on campus mostly due to transportation.

Ellison High School takes pride in its focus on developing teachers to become the best they can be in their craft. Teaching and learning take priority since it is the purpose for which we gather each day. It is the expectation that all teachers participate in professional learning communities (PLC) by curriculum content area. Teachers learn the foundational principles for gradually releasing responsibility (GRR). Because we have exceedingly more students approaching grade-level standards than meeting/mastering grade-level standards, we focus on providing time for teachers to collaborate about ways to increase rigor in their classrooms. Our walkthrough data shows that teachers spend the time providing instruction and depth of knowledge level questions at levels one and two. We want to increase questioning strategies to levels 3 and 4. Ellison High School campus administrators are also looking to raise the skill level of the teaching staff in all areas to utilize the THREE ESSENTIALS to drive instructional practices. Within the THREE ESSENTIALS, the critical role of structured collaboration through PLCs is obvious. Campus Administrators will invest in teacher growth and instructional improvement through PLC processes and protocols. Teachers will come to know and understand that the guiding principles for instructional improvement are communicated as **The 3 Essentials⁺¹**. The ⁺¹ represents the power of collective teacher efficacy realized through the PLC progress. Each Essential is necessary for the process of school improvement. This school year, the teachers will dive deeper into the monitoring essential. Monitoring progress begins in the classroom with minute-by-minute teacher noticing, checks for understanding, and short-cycle assessments. Visuals of the PLC Unit Planning Process and the Essentials will be provided in the EHS PLC Room and to teacher leaders who often have planning meetings in their classrooms.

Staff Quality, Recruitment, and Retention

The Texas Education Agency provides certification requirements that all districts and schools must adhere to. Ellison High School follows those requirements when staffing for student success. Ellison High School has a positive reputation for hiring and retaining high-quality staff. For example, in its full existence, EHS has only had three campus principals. Each principal thrives on successful longevity and remaining abreast of the latest and greatest teaching innovations that would keep the campus on the cutting edge.

The hiring and retention of high-quality staff are equally important to the goal of maintaining a high standard of excellence at EHS. Teachers are sought for their certifications and temperament with regard to the culture of EHS. EHS teachers are expected to maintain a high priority on planning for their minute-by-minute instruction with their students. Teachers are encouraged to utilize all their class time for teaching and learning, with minimal time designated for "free time or free study time" when students are in class.

The EHS TAPR for the 2021-2022 school year indicates a diversity of experience levels among the teachers at EHS, as follows:

Ellison High School Teaching Staff: 143

Teachers by Years of Experience				
Staff Information	Total # of Teachers	Ellison HS %age	District %age	State %age
Beginning Teachers	8.2	5.7%	6.6%	7.9%
1-5 Years Experience	43.9	30.8%	34.1%	26.7%
6-10 Years Experience	26.0	18.2%	21.8%	20.6%
11-20 Years Experience	37.0	26%	24.4%	28.6%
21-30 Years of Experience	19.9	13.9%	10.3%	13.2%
Over 30 Years of Experience	7.7	5.4%	2.7%	2.9%

Our campus curriculum department supports new teachers. The campus instructional specialist creates monthly "check-in" sessions for all new teachers to get answers from the administration that they may have and to provide a safe bonding place and team building.

Schoology and our EHS website are used as platforms to help celebrate our staff. We are working on other ways to build staff morale since we know the importance of recognizing all of our staff for their hard and dedication to our students.

School Organization

Due to the growth of the student body in Killeen ISD, the district opened its 5th traditional high school for the 2022-2023 academic school year. This brought about changes to each of the existing campuses. With the ability to have enough space to move all classes into the main building, Ellison High School continued to see a full building without the feeling of overcrowding. Room assignments were made so that teachers of the same subject are located in close proximity to one another. This will allow for continued collaboration and community building.

Campus Leadership supports each department by serving as an instructional leader for the various departments. This becomes the TTESS appraisal group for the leaders. Each TTESS-certified administrator leads core courses and electives (English, Math, Science, Social Studies, CTE, Foreign Language & Special Education, and Physical Education/ Others). The principal is also responsible for training and appraising campus administration, counselors, technologists, special programs, and librarians. The curriculum office personnel and the principal plan professional development for the staff. Other department personnel are welcome to provide input.

A priority of the campus staff for the 2023-2024 school year is to make connections and build positive relationships. In late spring, 8th-grade students from feeder middle schools were provided a sneak peek at school life as an EHS Eagle (during the school day). They were provided a tour of the main commons areas and were introduced to expectations, clubs, and organizations at Ellison. Doing this during the school day rather than during evening hours increases the probability for all new Eagles to experience the campus before enrollment. Ellison High School still hosted club and organization nights so parents could come with their students to learn more about Ellison and what we had to offer their children. Parents were encouraged to ask questions and obtain contact information from the club and organizational sponsors. We are working on providing student guides for incoming new

students throughout the year. This will help to increase connectedness.

Technology

Ellison High School has sought to fund more technological resources for teaching and learning. Career and Technology Education is now 1-1 in their classrooms. Some of the devices are old and need to be updated. Other Core subjects also have full laptop carts for student use; however, some subject areas still share carts through a checkout process with teacher leaders.

The Killeen ISD is a BYOD district. This means that students may bring-your-own-device to school and connect to the district's WiFi server. Teachers retain the discretion of personal device use in the classroom. It is for instructional use only during class time. Students are free to use their own devices between classes, during lunch, and before and after school for social purposes.

Ellison High School is working to integrate more instructional technology sessions led by our campus techs during PLCs. Introducing teachers to innovative technology that can be used in the classroom is beneficial for teaching and learning.

School Processes & Programs Strengths

- *Strong leaders in administrative positions.
- *Strong Teacher Leaders in place in the four core content areas.
- *Strong Non-paid Teacher Leaders in place in non-EOC tested subjects
- *Improving processes to keep track of vacant positions on campus to ensure interviews are held most efficiently to avoid losing track of vacant positions.
- *Regular PLC infrastructure in place, with improvement needed in common assessment.
- *Financial and time commitments in place to bring professional development opportunities to EHS teachers.
- *Increased focus on student-centered instruction.
- *All students are encouraged to challenge themselves to rigorous honors-level coursework.
- *Academic systems are in place to support instruction through AVID, Leadership, CTE, Honors, and dual-credit courses.
- *Increased amount of technology devices are available for student use.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all teachers engage in meaningful conversations regarding common assessment data, leading to a reasonable conclusion that CUA's have not been a priority in the PLC. **Root Cause:** The absence of artifacts or data concerning Common Unit Assessments is an indicator that time is not being taken in the PLC context, in a uniform way across the campus, to ensure meaningful discussions regarding common assessment data are taking place. In addition, meaningful discussions regarding plans of actions based on common assessment data are not taking place.

Problem Statement 2: All students need to be aware of CTE opportunities in their high school years, including students who did not attend a KISD middle school. **Root Cause:** While most students who come to EHS from a KISD high school have had exposure to the opportunities afforded them through CTE, it is not always certain that new enrollees from outside KISD have been made aware of CTE opportunities in high school.

Problem Statement 3: On a recent survey, only 62% of teachers stated that they value their departmental PLC as a source of assistance with planning, though a majority of teachers have high confidence in their own lesson planning. **Root Cause:** PLC processes encourage common lesson planning, but follow-through to ensure collaborative lesson planning within each PLC are inconsistent.

Problem Statement 4: Reliable processes must be in place to ensure all students have a device to access online testing for EOC, PSAT, SAT, MAP, CUA, and Interim EOC. **Root Cause:** All exams - state and national are moving towards online only testing.

Problem Statement 5: Teachers need time to study student data collectively using the district-adopted protocol tools. **Root Cause:** PLCs provide administrative knowledge for the majority of the gathered time.

Problem Statement 6: There is a perception that PLC time is limited and teachers do not have enough time to plan. **Root Cause:** PLCs intended to focus on teaching and learning strategies are interrupted with discussion focused on discipline or other matters.

Problem Statement 7: Administrative department leaders need training on navigating student data and assessment in order to lead their PLC groups academically. **Root Cause:** Disciplinarians struggle with finding a balance between teaching and learning and disciplinary matters.

Problem Statement 8: CTE classes are not fully equipped with the technology tools needed for student success, either in the remote or in-person learning environment. **Root Cause:** Not all students have their own access to the needed technology tools for engagement.

Problem Statement 9: With the rise in school intruders nationwide, safety continues to be a priority. **Root Cause:** EHS has a high number of access points.

Problem Statement 10: Allocating the correct funds to expenditures throughout the year must be a priority. **Root Cause:** The budget continues to increase in complexity.

Problem Statement 11: Teacher hiring and retention is decreasing significantly and is an ongoing concern. **Root Cause:** High number of waiver teachers and teachers in both traditional and nontraditional programs have decreased.

Perceptions

Perceptions Summary

Family and Community Involvement

Due to the pandemic, it was a struggle to find safe ways to provide family and community involvement. As the number of COVID-positive cases began to decline in our schools and community, it made way for Ellison to open its doors to community events. It is our honor to provide parents with a voice and a place in our school. We strongly encourage parent and community involvement throughout the school year. To facilitate this endeavor, Ellison is supported by two Communities in Schools, Inc. representatives. These representatives work full-time and are based on the campus. They partner with each of the academic programs on campus, and they work side by side with the discipline office and campus police office. Communities and Schools Inc. help to meet the unseen needs of students and families in the EHS community.

Most parent volunteers are tied to specific organizations such as bands or sports. The campus conduct committee continues to find ways to expand parental/community support in the coming year to increase adult presence and outside monitoring during lunch periods. Parent/Community volunteers will not have any authoritative roles, but their presence alone will help to deter some of the behaviors that may occur. This is still in the planning stage and will be submitted to the Site-Based Decision Making governing body. Ellison High School Administrative team is still partnering with local businesses for mentors as well. This is in conjunction with the KISD Community Involvement Department.

Ellison will continue to host academic nights for students and families as well as Open House, AVID Informational Meetings, CTE (CCMR) Informational Meetings, College Enrollment, and Scholarship Sessions, etc.

Families are welcome to provide input on their needs anytime during the year by contacting our campus administrative team. Periodically throughout the year, structured surveys will be provided. We encourage families to provide their honest opinion of our work. The feedback is shared with staff, and adjustments are made based on needs overwhelmingly addressed by parents. Parents are encouraged to read the Smore Newsletter developed by the school principal. Updates to our practice(s) as a direct result of the surveys will be provided.

School Culture and Climate of Connectedness

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

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

Ellison High School embraces the value of Student Connectedness and the prospects for academic success that it brings. Students who have a personal connection and investment in the success of an extracurricular program at EHS will very likely commit themselves to success in academics, attendance, and conduct. This philosophy centers around the premise that students connected to extracurricular clubs, activities, and teams have a greater connection to EHS, causing them to be emotionally and academically more successful.

We continue to work toward having no students enrolled at EHS who are not also involved in some extracurricular programs. We believe this personal involvement in extracurricular commitments will bring tremendous positive results in attendance, grades, and discipline.

School Environment and Safety

We realize that students learn best in an environment where differences are honored, and mistakes are seen as opportunities to learn and grow. With this in mind, staff, teachers, and assistants implement a classroom management framework that supports campus-wide expectations and is supported by the Campus Conduct Committee. The campus conduct committee comprises staff members from all departments and meets modestly virtually throughout the school year.

Safety and security for all are a priority. During the 2021-2022 school year, there were reports of disciplinary cases that revealed a need for additional character education and dealing with conflict. As a result, beginning the 2022-2023 school year, Ellison HS disciplinarians incorporated individualized time with campus officers and communities in schools to

facilitate character education and conflict resolution strategies. Administrators facilitated Restorative Practice sessions after it was identified that mental, emotional, or physical harm and taken place on campus or through social media outlets. This practice will continue for the 2023-2024 school year.

Ellison High School Administrative Team will continue to work with our communication regarding safety measures, disciplinary updates, and campus conduct committee discussions. Regarding the student code of conduct, training will be provided to teachers regarding any changes to the student code of conduct, especially now that KISD is a Restorative Practice district.

Respect for Others

We are looking to incorporate ways to promote respect for diversity, such as building relationships with students and their families throughout the school year. We are also intentionally going to focus on building morale in the professional setting as well. This will start with building relationships between staff and students. Restorative Practice strategies such as morning meet and greets, 60-second relate breaks, 2-minute connections, 90-second Sparks, and campus-wide treatment agreements will become a part of our culture. We saw some evidence of the treatment agreements in a small number of classrooms. We will work to increase it campus-wide.

To show appreciation to all stakeholders, we will recognize various groups. We would like our academic and sports programs, such as the Cheer Team, Dance Team, Leadership Academy, AVID, National Honor Society, Student Council, FFA, etc to lead the charge to bring recognition to groups based on the following schedule:

September: Parents and Custodial Support

October: Principals and Assistant Principals

November: Campus Instructional Specialist and Technologist

December: Librarians and Crossing Guards

January: Diagnosticians and Speech Therapists

February: Counselors and Communities in Schools

March: Volunteers

April: Secretaries, Nurses, District Partners, and Food Service

May: Teachers and Para-professionals

We are also working to include awareness and respect for all cultures. For the 2022-2023 school year, we plan to celebrate the following cultures/communities through exhibits, posters, bulletin boards, social media feeds, instructional incorporation, administrative newsletters, etc.:

August: Children and Families: Welcome Back to School

September: Patriotic Month- Our Adopt-a-School Unit

October: Hispanic Heritage Month

November: American Indian Heritage Month

December: Christmas Around the World

January: Asian Heritage Month & Academic Celebrations for all students and staff

February: Black History Month

March: Irish/Northern European Heritage Month

April: Middle Eastern Heritage Month

May: Pacific Islander Heritage Month & Academic Celebrations for all students and staff

Perceptions Strengths

*Campus is committed to equity, belonging, and meaning for all students and staff.

*Campus offers many ways for students and staff to invest personally in the story of EHS.

*Several sports made it to the play-offs which brought a sense of school pride.

*Our band received superior ratings in various competitions

*Our dance and cheer teams ranked exceptionally well in their competitions.

*Our clubs and organizations are encouraging students to volunteer at high levels.

*We have multi-generations of families that have attended EHS. Some come back to teach at the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a struggle to create and maintain authentic relationships with students and parents. **Root Cause:** There is a lack of clarity with Restorative Practice Expectations.

Problem Statement 2: Student referrals increased to 2,796 for the 2023-2024 school year. **Root Cause:** Referrals for tardies and truancy increased significantly.

Problem Statement 3: Parents complain that school/home communication is insufficient to meet their needs. **Root Cause:** Parents struggle with knowing who to contact with specific questions due to the preferred communication formats that the school uses. Parents still need information in written brochure/flyer/email format to accompany text, phone, and social media platforms.

Problem Statement 4: There is a need to increase the level of community involvement. **Root Cause:** Although the Campus Conduct Committee is working to create an atmosphere for community partners to volunteer at school, processes, and procedures at the district and campus level are not yet identified and put in place

Problem Statement 5: Ellison High School has not had an update to the physical plant in over 5 years. **Root Cause:** Covid Closure took the potential Bond Election for a remodel off the ballot.

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: Based on the 2022-2023 preliminary tables for Ellison High School, the percentage of all students scoring at the approaching level on the STAAR EOC English I test was 58%, with 31% meeting standard and 6% mastering. By June 2024, a minimum of 70% of all students will perform at the approaching level and a minimum of 55% at meets and above.

High Priority

Evaluation Data Sources: CUA, MAP, Interim EOC, and EOC results for English I

Strategy 1 Details
<p>Strategy 1: At-risk students will be provided opportunities for small group intervention and in-class collaboration as a proactive approach to specified demographics, particularly ELL, AA, H, and all student subgroups in English I during targeted before, during, after school, and Saturday tutoring sessions.</p> <p>Strategy's Expected Result/Impact: Student data on BOY, MOY, and EOY universal screeners, campus and district-based assessments, and EOC scores will increase</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director, Assistant Principals, and Campus Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 3, 4, 9, 16</p> <p>Funding Sources: Instructional Supplies for English I Tutoring - 166 - State Comp Ed - 166.11.6399.00.002.24.AR0 - \$500</p>
Strategy 2 Details
<p>Strategy 2: At-risk students will be provided opportunities for targeted intervention and in-class collaboration in English I, English II, and Algebra I to meet House Bill 4545 requirements.</p> <p>Strategy's Expected Result/Impact: Student data on BOY, MOY, and EOY universal screeners, campus and district-based assessments, and EOC scores will increase</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director, Assistant Principals, and Campus Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3</p> <p>Funding Sources: Funding for Teacher Tutorial Pay - 166 - State Comp Ed - 166.11.6118.CA.002.24.AR0 - \$9,000, Funding for hands on learning materials - headphones - 166 - State Comp Ed - 166.11.6399.00.002.24.AR0 - \$700</p>

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Ellison High School has a high number of students meeting the at-Risk criteria particularly in areas related to academic performance. **Root Cause:** Academic failure is the cause of many students meeting the At-Risk Criteria at EHS with 17.6% of students being retained.

Student Learning

Problem Statement 1: EHS trails the district and state averages for "Approaches", "Meets", and "Masters" in ELA I and ELA II STAAR performance. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 3: Number of students needing to retest on STAAR is high. **Root Cause:** Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.

Problem Statement 4: While improvement on STAAR is encouraging evidence of growth, ELL students require additional academic support to succeed in course work as well as state testing. **Root Cause:** EHS instructional culture must better account for the ways in which ELL students often experience difficulty bridging gaps in academic language fluency.

Problem Statement 9: ELL students face significant academic challenges while mastering academic English in the school setting. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 16: CTE and Foreign Language Courses are overcrowded, and at-risk students need more individualized attention from their teachers to become successful
Root Cause: The student:teacher ratio is disproportionate.

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

Performance Objective 2: Based on the 2022-2023 preliminary tables for Ellison High School, the percentage of all students scoring at the approaching level on the STAAR EOC English II test was 72% with 46% meeting standard and 3% mastering. By June 2024, a minimum of all students will perform at 80% at the approaching level and a minimum of 50% at meets and above.

High Priority

Evaluation Data Sources: CUA, MAP, Interim EOC, and EOC results for English II

Strategy 1 Details
<p>Strategy 1: At-risk students will be provided opportunities for small group intervention and in-class collaboration as a proactive approach to specified demographics, particularly ELL, AA, H, and all student subgroups in English II during targeted before, during, and after school tutoring sessions.</p> <p>Strategy's Expected Result/Impact: Student data on BOY, MOY, and EOY universal screeners, campus and district-based assessments, and EOC scores will increase</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director, Assistant Principals, and Campus Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 3, 4, 9</p> <p>Funding Sources: Instructional Supplies for English II Tutoring - 166 - State Comp Ed - 166.11.6399.00.002.24.AR0 - \$500</p>
Strategy 2 Details
<p>Strategy 2: At-risk students will be provided opportunities for targeted intervention and in-class collaboration in English II to meet House Bill 4545 requirements.</p> <p>Strategy's Expected Result/Impact: Student data on BOY, MOY, and EOY universal screeners, campus and district-based assessments, and EOC scores will increase</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director, Assistant Principals, and Campus Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 4, 9</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Ellison High School has a high number of students meeting the at-Risk criteria particularly in areas related to academic performance. Root Cause: Academic failure is the cause of many students meeting the At-Risk Criteria at EHS with 17.6% of students being retained.</p>

Student Learning

Problem Statement 3: Number of students needing to retest on STAAR is high. **Root Cause:** Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.

Problem Statement 4: While improvement on STAAR is encouraging evidence of growth, ELL students require additional academic support to succeed in course work as well as state testing. **Root Cause:** EHS instructional culture must better account for the ways in which ELL students often experience difficulty bridging gaps in academic language fluency.

Problem Statement 9: ELL students face significant academic challenges while mastering academic English in the school setting. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

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

Performance Objective 3: Based on the 2022-2023 preliminary tables for Ellison High School, the percentage of all students scoring at the approaching level on the STAAR EOC Algebra I test was 58% with 12% meeting standard and 6% mastering. By June 2024, a minimum of all students will perform at 75% at the approaching level and a minimum of 50% at meets and above.

High Priority

Evaluation Data Sources: CUA, MAP, Interim EOC, and EOC results for Algebra I

Strategy 1 Details
<p>Strategy 1: At-risk students will be provided opportunities for small group intervention and in-class collaboration as a proactive approach to specified demographics, particularly ELL, AA, H, and all student subgroups in Algebra I during targeted before, during, and after school tutoring sessions.</p> <p>Strategy's Expected Result/Impact: Student data on BOY, MOY, and EOY universal screeners, campus and district-based assessments, and EOC scores will increase</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director, Assistant Principals, and Campus Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 3, 4, 9</p> <p>Funding Sources: Instructional Supplies for At Risk intervention and remediation in Algebra I - 166 - State Comp Ed - 166.11.6399.00.002.24.AR0 - \$500</p>
Strategy 2 Details
<p>Strategy 2: At-risk students will be provided opportunities for targeted intervention and in-class collaboration in Algebra I to meet House Bill 4545 requirements. Resources will be used to plan and track additional instructional strategies used with EOC identified students needing EOC remediation or who are not on track to pass Alg. I on the 1st try.</p> <p>Strategy's Expected Result/Impact: Student data on BOY, MOY, and EOY universal screeners, campus and district-based assessments, and EOC scores will increase</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director, Assistant Principals, and Campus Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 3, 4, 6</p> <p>Funding Sources: Additional Hands-On Supplies and Instructional Resources for Algebra I Tutoring - 166 - State Comp Ed - 166.11.6399.00.002.24.AR0 - \$500</p>

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: Number of students needing to retest on STAAR is high. Root Cause: Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.</p>

Student Learning

Problem Statement 4: While improvement on STAAR is encouraging evidence of growth, ELL students require additional academic support to succeed in course work as well as state testing. **Root Cause:** EHS instructional culture must better account for the ways in which ELL students often experience difficulty bridging gaps in academic language fluency.

Problem Statement 6: EHS trails the district and state averages for "Approaches", "Meets", and "Masters" in Algebra I STAAR performance. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 9: ELL students face significant academic challenges while mastering academic English in the school setting. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

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

Performance Objective 4: Based on the 2022-2023 preliminary tables for Ellison High School, the percentage of all students scoring at the approaching level on the STAAR EOC Biology I test was 87%, with 33% meeting standard and 13% mastering. By June 2024, a minimum of all students will perform at 90% will perform at the approaching level and a minimum of 80% at meets and above.

High Priority

Evaluation Data Sources: CUA, MAP, Interim EOC, and EOC results for Biology I

Strategy 1 Details
<p>Strategy 1: At-risk students will be provided opportunities for small group intervention and in-class collaboration as a proactive approach to specified demographics, particularly ELL, AA, H, and all student subgroups in Biology I during targeted before, during, and after school tutoring sessions.</p> <p>Strategy's Expected Result/Impact: Student data on BOY, MOY, and EOY universal screeners, campus and district-based assessments, and EOC scores will increase</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director, Assistant Principals, and Campus Instructional Specialist</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 3, 4, 9</p> <p>Funding Sources: Instructional Supplies for At Risk intervention and remediation in Biology - 166 - State Comp Ed - 166.11.6399.00.002.24.AR0 - \$500</p>
Strategy 2 Details
<p>Strategy 2: At-risk students will be provided opportunities for targeted intervention and in-class collaboration in Biology I to meet House Bill 4545 requirements.</p> <p>Strategy's Expected Result/Impact: Student data on BOY, MOY, and EOY universal screeners, campus and district-based assessments, and EOC scores will increase</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director, Assistant Principals, and Campus Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 4, 9</p>

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: Ellison High School has a high number of students meeting the at-Risk criteria particularly in areas related to academic performance. Root Cause: Academic failure is the cause of many students meeting the At-Risk Criteria at EHS with 17.6% of students being retained.</p>

Student Learning

Problem Statement 3: Number of students needing to retest on STAAR is high. **Root Cause:** Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.

Problem Statement 4: While improvement on STAAR is encouraging evidence of growth, ELL students require additional academic support to succeed in course work as well as state testing. **Root Cause:** EHS instructional culture must better account for the ways in which ELL students often experience difficulty bridging gaps in academic language fluency.

Problem Statement 9: ELL students face significant academic challenges while mastering academic English in the school setting. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

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

Performance Objective 5: Based on the 2022-2023 preliminary tables for Ellison High School, the percentage of all students scoring at the approaching level on the STAAR EOC US History test was 94% with 36% meeting standard and 33% mastering. By June 2024, a minimum of 95% of all students will perform at the approaching level and a minimum of 85% at meets and above.

High Priority

Evaluation Data Sources: CUA, MAP, Interim EOC, and EOC results for US History

Strategy 1 Details
<p>Strategy 1: At-risk students will be provided opportunities for small group intervention and in-class collaboration as a proactive approach to specified demographics, particularly ELL, AA, H, and all student subgroups in US History during targeted before, during, and after school tutoring sessions.</p> <p>Strategy's Expected Result/Impact: Student data on BOY, MOY, and EOY universal screeners, campus and district-based assessments, and EOC scores will increase</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director, Assistant Principals, and Campus Instructional Specialist</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 3, 4, 9</p> <p>Funding Sources: Instructional Supplies for US History Intervention and Tutoring - 166 - State Comp Ed - 166.11.6399.00.002.24.AR0 - \$500</p>
Strategy 2 Details
<p>Strategy 2: At-risk students will be provided opportunities for targeted intervention and in-class collaboration in US History to meet House Bill 4545 requirements.</p> <p>Strategy's Expected Result/Impact: Student data on BOY, MOY, and EOY universal screeners, campus and district-based assessments, and EOC scores will increase</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director, Assistant Principals, and Campus Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 4, 9</p>

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 3: Ellison High School has a high number of students meeting the at-Risk criteria particularly in areas related to academic performance. Root Cause: Academic failure is the cause of many students meeting the At-Risk Criteria at EHS with 17.6% of students being retained.</p>

Student Learning

Problem Statement 3: Number of students needing to retest on STAAR is high. **Root Cause:** Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.

Problem Statement 4: While improvement on STAAR is encouraging evidence of growth, ELL students require additional academic support to succeed in course work as well as state testing. **Root Cause:** EHS instructional culture must better account for the ways in which ELL students often experience difficulty bridging gaps in academic language fluency.

Problem Statement 9: ELL students face significant academic challenges while mastering academic English in the school setting. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

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

Performance Objective 6: Improvement on academic and CCMR indicators, will include a tracking system for college, career, and military acceptance using data from SAT/ACT, TSI, or other college entry exams by end of 23-24 school year.

EHS staff will become fluent in the expectations of state accountability for CCMR indicators. Evidence of Goals will include increased student awareness of and participation in campus CTE programs, a college-going culture published using pennants, posters, and banners throughout the building for programmatic systems such as AVID, LEADERSHIP, AND AP PROGRAMS.

Evaluation Data Sources: PLC Unit Planning Protocols, CUA, MAP, and EOC data

Strategy 1 Details
<p>Strategy 1: The Testing Coordinator will provide updated data to coordinators for perspective programmatic groups. Each Coordinator will provide data quarterly as students receive acceptance and provide it to campus administration that support</p> <p>Strategy's Expected Result/Impact: Increased staff familiarity with all aspects of state accountability system so teachers can better understand how their daily efforts impact the overall standing of the campus.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal/Testing Coordinator</p> <p>Problem Statements: Student Learning 1, 6</p>
Strategy 2 Details
<p>Strategy 2: EHS Attendance Officer will implement strategies to intervene with students at risk of dropping out, and will share knowledge with staff to increase staff awareness of state accountability data concerning dropouts.</p> <p>Strategy's Expected Result/Impact: Increase in Attendance Rate and Graduation Rate, Reduction of Dropout Rate by at least .5%.</p> <p>Staff Responsible for Monitoring: Principal Attendance Officer</p> <p>Problem Statements: Student Learning 2 - Perceptions 2</p>

Strategy 3 Details

Strategy 3: Ellison High School will fund and provide a variety of exciting rewards for students who earn a place on the Honor Roll, including t-shirts, movie passes, restaurant coupons, and other acceptable awards recommended by staff. (Regular Campus Budget.)

Strategy's Expected Result/Impact: Numbers of students earning places on the Honor Roll every grading period.

Numbers of students earning prizes through Word of the Day.

Staff Responsible for Monitoring: Student Activities Coordinator

Problem Statements: Student Learning 2

Strategy 4 Details

Strategy 4: Ellison High School will invest in a reading subscription to AVID Weekly or other magazines with study skills strategies to allow AVID and all other classes to use appropriate reading materials with interventions, and before/after school tutoring.

Strategy's Expected Result/Impact: Successful subscription; AVID re-certification strategy increase; Increased reading scores on state exams

Staff Responsible for Monitoring: Principal

Curriculum Director

Special School Program Coordinators/Administrators

Problem Statements: Student Learning 1, 10

Funding Sources: Reading Material - 163 - Career & Technical Education (CTE) - 163.11.6399.00.002.22.000 - \$500

Strategy 5 Details

Strategy 5: EHS will invest in lending laptops and desktop computers for student use in CTE classes.

Strategy's Expected Result/Impact: Increased CTE participation and improved CTE student connectivity for remote instruction.

Staff Responsible for Monitoring: Principal

Curriculum Director

Campus Technologists

Problem Statements: School Processes & Programs 8

Strategy 6 Details

Strategy 6: EHS will provide additional technology support for GT students through the use of lending laptops to be assigned for individual student checkout.

Strategy's Expected Result/Impact: GT students will make use of technology devices to extend engagement with instructional content.

Staff Responsible for Monitoring: Principal

Curriculum Director

Campus Instructional Specialist

Campus Technologists

Problem Statements: Student Learning 5, 13

Strategy 7 Details

Strategy 7: Teachers providing instruction to students in advanced placement and dual credit courses will receive additional strategies to increase rigorous instruction to students to increase the likelihood of success on AP, SAT, ACT, TSIA, and other high-stakes assessments.

Strategy's Expected Result/Impact: Increased scores on AP, SAT, ACT, TSIA, and other high-stakes assessments

Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum Department

Problem Statements: Student Learning 5, 10

Strategy 8 Details

Strategy 8: EHS will invest in updated classroom furniture, instructional supplies, class materials and equipment, and Online Software Programs for CTE classes to better meet the specific needs of learners in environments such as Childhood Development Labs, Food/Nutrition, criminal justice, Computer Technology Apps/Animation, Robotics, Floral Design and Ag.

Strategy's Expected Result/Impact: Improved experience for students participating in campus CTE programs.

Staff Responsible for Monitoring: Principal
Curriculum Director

Problem Statements: School Processes & Programs 2

Funding Sources: Funding for CTE Classroom Materials, Supplies, Equipment/Furniture - 163 - Career & Technical Education (CTE) - 163.11.6395.00.002.22.000 - \$20,000 , Funding for Online Software Such as Autodesk Maya, Battle.net Launcher for Overwatch , and Riot Launcher for Valorant - 163 - Career & Technical Education (CTE) - 163.11.6396.00.002.22.000 - \$5,000, Instructional Supplies - 163 - Career & Technical Education (CTE) - 163.11.6399.00.002.22.000 - \$25,000

Strategy 9 Details

Strategy 9: EHS will provide the opportunity for CTE students to participate in advanced training and career development in leadership and global learning. CTE students will be better prepared for the future by their participation in clubs such as DECA which prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe

Strategy's Expected Result/Impact: Creating emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe

Staff Responsible for Monitoring: Principal
CTE Appraiser
Curriculum Director
CTE Teachers

TEA Priorities:

Connect high school to career and college

Problem Statements: Student Learning 11, 14, 15 - School Processes & Programs 8

Funding Sources: Student Travel for Competitions for all CTE students - 163 - Career & Technical Education (CTE) - 163.11.6494.00.002.22.000 - \$20,000, Student Travel for Competitions for all CTE students - 163 - Career & Technical Education (CTE) - 163.11.6412.00.002.22.000 - \$20,000, Student Training, Development and Leadership - 163 - Career & Technical Education (CTE) - 163.11.6412.00.002.22.000 - \$7,000

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: EHS trails the district and state averages for "Approaches", "Meets", and "Masters" in ELA I and ELA II STAAR performance. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 2: Number of students failing multiple courses is high. **Root Cause:** EHS instructional culture does not consistently understand the mindset of students who are not independently motivated to succeed academically.

Problem Statement 5: EHS teachers struggle to provide differentiated instruction for GT learners. **Root Cause:** EHS instructional strategies do not address GT needs in a separate context; embedded differentiation is required for GT learners. within the classroom setting.

Problem Statement 6: EHS trails the district and state averages for "Approaches", "Meets", and "Masters" in Algebra I STAAR performance. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 10: There is a need to strengthen teacher knowledge and skills to provide differentiated lessons for the GT learner. **Root Cause:** GT learners require differentiated lesson planning and instruction.

Problem Statement 11: FFA students require FFA memberships in order to participate in FFA shows. **Root Cause:** FFA shows require memberships.

Problem Statement 13: Students identified as Gifted and Talented are not scoring in the mastery levels on state assessments. **Root Cause:** There is a struggle with providing students with tasks at the analyze and create DOK levels.

Problem Statement 14: CTE Teachers require updated information about advances in their fields of instruction **Root Cause:** CTE Teachers do not attend regular training that provides updates in their fields of instruction.

Problem Statement 15: CTE Students need to engage in more training and development opportunities to enhance their abilities to certify in their area of interest. **Root Cause:** CTE students who attempt the certification exams are not passing the first time.

School Processes & Programs

Problem Statement 2: All students need to be aware of CTE opportunities in their high school years, including students who did not attend a KISD middle school. **Root Cause:** While most students who come to EHS from a KISD high school have had exposure to the opportunities afforded them through CTE, it is not always certain that new enrollees from outside KISD have been made aware of CTE opportunities in high school.

Problem Statement 8: CTE classes are not fully equipped with the technology tools needed for student success, either in the remote or in-person learning environment. **Root Cause:** Not all students have their own access to the needed technology tools for engagement.

Perceptions

Problem Statement 2: Student referrals increased to 2,796 for the 2023-2024 school year. **Root Cause:** Referrals for tardies and truancy increased significantly.

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

Performance Objective 7: Based on the 2023 tables for Ellison High School, during the pandemic years, the percentage of "all students "subcategories for ELL students scoring at the approaching level on the STAAR EOC All subjects tests was 74% with 50% meeting standard and 16% mastering. By June 2024, a minimum of 85% of all students will perform at the approaching level and a minimum of 70% at meets and above.

Evaluation Data Sources: Compare average raw scale scores from previous years' EOC scores among ELL students.

Strategy 1 Details
<p>Strategy 1: English Learners will have access to technology in the ELL classroom in order to utilize English-language acquisition software, participate in online interventions, and work toward strengthening content area knowledge and skills in a language rich environment.</p> <p>Strategy's Expected Result/Impact: Improved Reading EOC scores among ELL students.</p> <p>Staff Responsible for Monitoring: ELL Teachers Budget Secretary Curriculum staff ELA Appraiser</p> <p>Problem Statements: Student Learning 9, 12</p> <p>Funding Sources: Supplemental Technology for ELL classroom - 165/ES0 - ELL - 165.11.6398.00.002.25.ES0 - \$2,100, Funding for online software to support language acquisition such as IXL, Duo-lingo, Coursera - 165/ES0 - ELL - 165.11.6299.OL.002.25.ES0 - \$0</p>
Strategy 2 Details
<p>Strategy 2: ELL Teachers and ELA teachers will have the opportunity to attend PD workshops in the ELL area in person in Texas or virtual</p> <p>Strategy's Expected Result/Impact: Increased level of teacher efficacy in the SIOP method for ELL instruction.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director CIS ELL Teachers</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: English Learner focused PD, such as ELPS/SIOP Training, to include all Education Service Centers - 263 - ESEA, Title III Part A - 263.13.6239.LE.002.25.000 - \$955, English Learner focused PD to Include ELPS, SIOP, AVID, Lead4Ward, - 165/ES0 - ELL - 165.13.6411.00.002.25.ES0 - \$4,090</p>

Strategy 3 Details

Strategy 3: EHS will ensure that ELL students will have access to various materials for language acquisition to support academic achievement in the four core areas. ELL students will have the opportunity to attend tutoring in person or virtually.

Strategy's Expected Result/Impact: The increased academic reading level for ELL students will support all core subject EOC scores

Staff Responsible for Monitoring: Principal

Curriculum Director

ELL Teachers

Problem Statements: Student Learning 9

Funding Sources: Funding for Supplemental Reading Materials that address the needs of English Learners - 263 - ESEA, Title III Part A - 263.11.6329.LE.002.25.000 - \$800 , Instructional Supplies for Vocabulary Acquisition and EOC Tutoring - 165/ES0 - ELL - 165.11.6399.00.002.25.ES0 - \$1,500, Reading Material for Vocabulary Acquisition in all Core Areas - 165/ES0 - ELL - 165.11.6329.00.002.25.ES0 - \$500

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 7: Administrators and teachers need ongoing professional development to improve ability to meet the needs of specific accountability subgroups. **Root Cause:** Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.

Problem Statement 9: ELL students face significant academic challenges while mastering academic English in the school setting. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 12: Some ELL students may be perceived as having learning needs, when the only issue is a language barrier. **Root Cause:** It may be difficult to distinguish a language barrier from a difficulty with comprehension.

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

Performance Objective 8: Ellison High School will improve the academic performance of students who are struggling academically through instructional and social interventions and will address the following System Safeguard triggers: Reading: AA, Econ. Dis., SPED, ELL; and Math: SPED- Math, Reading, Graduation Rate, CCMR, and Attendance.

Evaluation Data Sources: Ellison High School will improve the academic performance of students who are struggling academically through instructional and social interventions, and will address the following System Safeguard triggers: Reading: AA, Econ. Dis., SPED, ELL; and Math: SPED. Number of students failing at least one course at the end of the year, versus the number of students failing at least one course at the end of the first semester. Performance of System Safeguard groups on 2023 accountability.

Strategy 1 Details
<p>Strategy 1: Resource students in the ELA and Math, Inclusion students in Science and Social Studies areas, as well as self-contained SPED students, will utilize the Success Maker program to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: Improved Reading levels attained by Resource ELA students, and improved Math levels attained by Resource Math students.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director SPED Coordinator SPED Teacher Leader</p> <p>Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p>
Strategy 2 Details
<p>Strategy 2: Teachers in core content areas that are STAAR EOC tested will track student progress on common unit assessments looking specifically for students who are served in special education. Targeted intervention for these students will occur during Saturday/Evening EOC tutoring sessions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for those served in special education in English I, II, Algebra I, Biology I, and US History.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director Assistant Principals Campus Instructional Specialist Teacher Leaders SPED Coordinator</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 6</p>

Strategy 3 Details

Strategy 3: An At-Risk teacher position will be added to provide interventionist support in core content areas to assist At-Risk students.

Strategy's Expected Result/Impact: Decreased failure rate of at-risk students and improve academic performance in core content areas.

Staff Responsible for Monitoring: Principal

Curriculum Director

CTE/Programs Administrator

ESF Levers:

Lever 2: Strategic Staffing

Problem Statements: Student Learning 2, 7, 16 - School Processes & Programs 2

Funding Sources: At-Risk Teacher - 166 - State Comp Ed - 166.11.6119.00.002.24.AR0 - \$41,000

Performance Objective 8 Problem Statements:

Student Learning

Problem Statement 1: EHS trails the district and state averages for "Approaches", "Meets", and "Masters" in ELA I and ELA II STAAR performance. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 2: Number of students failing multiple courses is high. **Root Cause:** EHS instructional culture does not consistently understand the mindset of students who are not independently motivated to succeed academically.

Problem Statement 3: Number of students needing to retest on STAAR is high. **Root Cause:** Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.

Problem Statement 4: While improvement on STAAR is encouraging evidence of growth, ELL students require additional academic support to succeed in course work as well as state testing. **Root Cause:** EHS instructional culture must better account for the ways in which ELL students often experience difficulty bridging gaps in academic language fluency.

Problem Statement 6: EHS trails the district and state averages for "Approaches", "Meets", and "Masters" in Algebra I STAAR performance. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 7: Administrators and teachers need ongoing professional development to improve ability to meet the needs of specific accountability subgroups. **Root Cause:** Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.

Problem Statement 16: CTE and Foreign Language Courses are overcrowded, and at-risk students need more individualized attention from their teachers to become successful
Root Cause: The student:teacher ratio is disproportionate.

School Processes & Programs

Problem Statement 2: All students need to be aware of CTE opportunities in their high school years, including students who did not attend a KISD middle school. **Root Cause:** While most students who come to EHS from a KISD high school have had exposure to the opportunities afforded them through CTE, it is not always certain that new enrollees from outside KISD have been made aware of CTE opportunities in 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 9: Based on the 2022-2023 preliminary tables for Ellison High School, the overall percentage of special education students scoring successfully on the STAAR EOC Reading test was 48% with 29% at the approaching level, 15% meeting standard, and 4% mastering. By June 2024, a minimum of 50% of all SPED students will perform at the approaching level and a minimum of 30% at meets and above.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR results & 2024 Identification of Schools for Improvement report.

Strategy 1 Details
<p>Strategy 1: EHS will provide additional professional development through KISD District Instructional Specialist offices in the Reading content area for teachers serving students under the Special Education Curriculum Code.</p> <p>Strategy's Expected Result/Impact: Reading & Math SPED targets met on 2024 accountability.</p> <p>Staff Responsible for Monitoring: Curriculum Director SPED Coordinator</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 7</p>
Strategy 2 Details
<p>Strategy 2: EHS teachers serving students identified for Special Education services will utilize online software such as iLit 20, Education Galaxy, and Imagine Literacy to provide additional support to students for targeted content necessary to be successful on the STAAR Reading EOC.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for EHS SPED students on CUAs and STAAR.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director & Specialist SPED Coordinator SPED Teachers SPED Appraiser Testing Coordinator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3, 8</p>

Strategy 3 Details

Strategy 3: Students served in SPED will be invited to Saturday Tutoring to focus on STAAR Enrichment Goals.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal

Curriculum Director & Specialist

SPED Coordinator

SPED Teachers

SPED Appraiser

Testing Coordinator

SPED Coordinator

Targeted Support Strategy

Problem Statements: Student Learning 1, 3, 8

Performance Objective 9 Problem Statements:

Student Learning

Problem Statement 1: EHS trails the district and state averages for "Approaches", "Meets", and "Masters" in ELA I and ELA II STAAR performance. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 3: Number of students needing to retest on STAAR is high. **Root Cause:** Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.

Problem Statement 7: Administrators and teachers need ongoing professional development to improve ability to meet the needs of specific accountability subgroups. **Root Cause:** Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.

Problem Statement 8: Many students experienced gaps in learning in every content area during the COVID closure and afterwards. **Root Cause:** Students were not on campus to receive in-person instruction, with varying experiences in remote learning in Spring 2020 thru Spring 2021.

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

Performance Objective 10: Based on the 2022-2023 preliminary tables for Ellison High School, the overall percentage of special education students obtaining a successful score on the STAAR EOC Math test was 46% with 31% scoring at the approaching level , 13% meeting standard, and 3% mastering. By June 2024, a minimum of 55% of all SPED students will perform at the approaching level and a minimum of 25% at meets and above.

High Priority
Evaluation Data Sources: STAAR results & 2023 Identification of Schools for Improvement report.

Strategy 1 Details
<p>Strategy 1: EHS will provide additional professional development through KISD District Instructional Specialist offices in the Math content area for teachers serving students under the Special Education Curriculum Code.</p> <p>Strategy's Expected Result/Impact: Reading & Math SPED targets met on 2024 accountability.</p> <p>Staff Responsible for Monitoring: Curriculum Director SPED Coordinator</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 7</p>

Strategy 2 Details

Strategy 2: EHS teachers serving students identified for Special Education services will utilize online software such as Imagine Math, Education Galaxy, and other Imagine products tied to Algebra I to provide additional support to students for targeted content skills necessary to be successful on the STAAR Math-Algebra I EOC. The subgroup scores have decreased.

Strategy's Expected Result/Impact: Increased student achievement for EHS SPED students on CUAs and STAAR.

Staff Responsible for Monitoring: Principal

Curriculum Director & Specialist

SPED Coordinator

SPED Teachers

SPED Appraiser

Testing Coordinator

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

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

- **Targeted Support Strategy**

Problem Statements: Student Learning 3, 6, 8

Strategy 3 Details

Strategy 3: Students served in SPED will be invited to Saturday Tutoring to focus on STAAR Enrichment Goals.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal

Curriculum Director & Specialist

SPED Coordinator

SPED Teachers

SPED Appraiser

Testing Coordinator

Targeted Support Strategy

Problem Statements: Student Learning 3, 8

Performance Objective 10 Problem Statements:

Student Learning

Problem Statement 3: Number of students needing to retest on STAAR is high. **Root Cause:** Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.

Problem Statement 6: EHS trails the district and state averages for "Approaches", "Meets", and "Masters" in Algebra I STAAR performance. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Student Learning

Problem Statement 7: Administrators and teachers need ongoing professional development to improve ability to meet the needs of specific accountability subgroups. **Root Cause:** Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.

Problem Statement 8: Many students experienced gaps in learning in every content area during the COVID closure and afterwards. **Root Cause:** Students were not on campus to receive in-person instruction, with varying experiences in remote learning in Spring 2020 thru Spring 2021.

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

Performance Objective 11: Based on the 2022-2023 preliminary tables for Ellison High School, the overall Graduation Rate percentage of students graduating from Ellison High School is 96.2%. The graduation rate percentage for special education students at EHS is 82.6%. By June 2024, a minimum of 87% of SPED students will graduate.

High Priority
Evaluation Data Sources: TEA Accountability Reports 2023-2024

Strategy 1 Details
<p>Strategy 1: Ellison High School will create a tracking list of SPED students slated for graduation in May 2024. Campus administration and counseling departments will track the progress of all students at each IPR marking period and provide opportunities to recover credits to remain on track.</p> <p>Strategy's Expected Result/Impact: Improved Graduation Rate</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director & Specialist SPED Coordinator Counselors SPED Appraiser(s)</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 2</p>

Performance Objective 11 Problem Statements:

Demographics
<p>Problem Statement 3: Ellison High School has a high number of students meeting the at-Risk criteria particularly in areas related to academic performance. Root Cause: Academic failure is the cause of many students meeting the At-Risk Criteria at EHS with 17.6% of students being retained.</p>
Student Learning
<p>Problem Statement 2: Number of students failing multiple courses is high. Root Cause: EHS instructional culture does not consistently understand the mindset of students who are not independently motivated to succeed academically.</p>

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

High Priority

Evaluation Data Sources: Review of TTESS appraisals for new hires, to ensure successful transition to the EHS campus.

Strategy 1 Details
<p>Strategy 1: Led by the campus instructional specialist, Ellison High School administration will support all new teachers monthly by providing access to the admin team collectively so that they can provide insight to the "Ellison Way", give a heads up on upcoming events and deadlines, allow teachers a chance to ask questions about school programs, grading, interventions, planning, bring clarity to misconceptions, and celebrate successes. This can be done through a luncheon, breakfast session, or virtually.</p> <p>Strategy's Expected Result/Impact: Positive, ongoing process of integration of new teachers into the overall teaching staff, and reduction of time required for new teachers to feel comfortable and at ease.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Curriculum Director Campus Instructional Specialist</p> <p>Problem Statements: School Processes & Programs 1, 6</p>
Strategy 2 Details
<p>Strategy 2: All new teachers will be assigned mentors/buddies over the spring/summer, as they are hired, rather than all at once just before school begins.</p> <p>Strategy's Expected Result/Impact: Improved transition time for integration of new teachers into overall teaching staff.</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialist</p> <p>Problem Statements: School Processes & Programs 11</p>

Strategy 3 Details

Strategy 3: EHS Principal Secretary will provide improved spreadsheet system to monitor vacancies and new hires throughout school year, especially during busy hiring season of spring/summer.

Strategy's Expected Result/Impact: Reduction of confusion and difficulty in keeping track of number of vacancies on campus, and names of new hires brought on board throughout spring and summer. Desired result: Increased feeling of immediate integration into overall staff on the part of new hires.

Staff Responsible for Monitoring: Principal
Principal's Secretary

Problem Statements: School Processes & Programs 11

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Not all teachers engage in meaningful conversations regarding common assessment data, leading to a reasonable conclusion that CUA's have not been a priority in the PLC. **Root Cause:** The absence of artifacts or data concerning Common Unit Assessments is an indicator that time is not being taken in the PLC context, in a uniform way across the campus, to ensure meaningful discussions regarding common assessment data are taking place. In addition, meaningful discussions regarding plans of actions based on common assessment data are not taking place.

Problem Statement 6: There is a perception that PLC time is limited and teachers do not have enough time to plan. **Root Cause:** PLCs intended to focus on teaching and learning strategies are interrupted with discussion focused on discipline or other matters.

Problem Statement 11: Teacher hiring and retention is decreasing significantly and is an ongoing concern. **Root Cause:** High number of waiver teachers and teachers in both traditional and nontraditional programs have decreased.

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: Ellison High School will continue to prioritize teacher and administrator mastery of the TTESS teacher evaluation system, especially with regard to the implications of the new Teacher Incentive Allotment program. Needless stress for teachers related to TTESS will be reduced by means of improved administrative performance in all areas of TTESS supervision and appraisal. All EHS TTESS administrators will remain ahead of timelines for TTESS appraisals by means of monthly update meetings with the principal. It is an expectation that all EHS administrators conduct TTESS appraisals in a highly professional manner and keep ahead of all TTESS timelines. Reduction of needless teacher stress regarding appraisals is likely to be correlated with reduced stress for students and improved academic performance. The timeline for this goal is the end of the 23-24 school year.

Evaluation Data Sources: Teachers will receive thorough instruction on the TTESS system before the school year begins, and all EHS administrators will devote sufficient time throughout the year to provide teachers with the level of feedback necessary to fulfill the requirements of TTESS.

Strategy 1 Details
<p>Strategy 1: EHS will ensure that all new teachers have attended the required TTESS training during New Teacher Induction, and will also ensure that all teachers receive a refresher in TTESS procedures before start of 23-24 school year.</p> <p>Strategy's Expected Result/Impact: Teacher understanding and readiness for TTESS.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director Campus Instructional Specialist</p> <p>Problem Statements: School Processes & Programs 7</p>
Strategy 2 Details
<p>Strategy 2: EHS leadership team will improve cohesion on TTESS by setting calendar time lines together for completion of each step in the TTESS process. Each TTESS appraiser at EHS will meet monthly with the principal to ensure all aspects of TTESS are completed at the appropriate stage of the school year.</p> <p>Strategy's Expected Result/Impact: Improved cohesion on TTESS by all members of the EHS leadership team.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 5</p>

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: Teachers need time to study student data collectively using the district-adopted protocol tools. Root Cause: PLCs provide administrative knowledge for the majority of the gathered time.</p>

School Processes & Programs
Problem Statement 7: Administrative department leaders need training on navigating student data and assessment in order to lead their PLC groups academically. Root Cause: Disciplinarians struggle with finding a balance between teaching and learning and disciplinary matters.

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: Ellison High School will establish itself as a campus known for relevant, high-quality staff development opportunities that improve instruction and increase student learning. EHS teachers will be and will perceive themselves to be, gaining mastery of their content and their collective efficacy as instructional leaders. 100% of EHS teachers will engage in some form of PD experience, either within KISD or outside the district, within the scope of the 23-24 school year and the summer of 2024. It is a reasonable expectation that all EHS teachers will avail themselves of formal PD experiences during the school year, and EHS administration will facilitate this goal. EHS teaching staff will demonstrate that increased efficacy will improve student performance. The timeline for this goal is the end of the summer of 2024.

Evaluation Data Sources: Overall feedback from staff members re: quality and relevance of professional development offerings.

Strategy 1 Details
<p>Strategy 1: EHS will invest in the professional development of selected teachers from across the curriculum by sending them to various appropriate conference/workshop opportunities, to include CAMT, CAST, ASCD, etc. Areas to address will be: Improving academic performance of At-Risk students, student connectedness, and student/parent perception of staff understanding of students' needs. Timeline will be 23-24 school year and Summer 2024, with both in-person and online PD options.</p> <p>Strategy's Expected Result/Impact: Feedback from teachers who are able to share back with the staff about the sessions attended.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director Campus Instructional Specialist Budget Secretary</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 6</p>
Strategy 2 Details
<p>Strategy 2: Ellison High School campus administration will engage in Coaching Walks together to calibrate TTESS observation feedback to teachers. The EHS Curriculum Team will also lead the campus in a series of internal Coaching Walks at different times in the school year.</p> <p>Strategy's Expected Result/Impact: Quality of feedback provided from Coaching Walks.</p> <p>Teachers' ability to turn IR feedback into increased instructional rigor in the classroom.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director CIS Curriculum Team</p> <p>Problem Statements: Student Learning 7</p>

Strategy 3 Details

Strategy 3: EHS will invest in staff development for the GT learner by registering EHS teachers for GT professional development opportunities, such as, but not limited to APSI (College Board) and/or the Texas Professional Development Summit. This strategy also includes membership fees in professional development organizations as needed.

Strategy's Expected Result/Impact: Improved teacher awareness of the needs of GT learners, and improved strategies to differentiate instruction for the GT learner.

Staff Responsible for Monitoring: Principal

Curriculum Director

Campus Instructional Specialist

Problem Statements: Student Learning 5, 7, 10

Funding Sources: Funding for GT Professional Development for teachers/CIS such as APSI and /or the Texas Professional Development Summit - 177 - Gifted/Talented - 177.13.6411.00.002.21.000 - \$9,775, Funding for GT Professional Development: Admin - 177 - Gifted/Talented - 177.23.6411.00.002.21.000 - \$5,000

Strategy 4 Details

Strategy 4: Core teachers in EOC tested subjects will be provided an additional planning day each semester in addition to the regular in-service days to identify and integrate learning goals /targets, redesign learning, and study the TRS curriculum documents, CFA 2.0 documents, analyze Lead4Ward reports, and KISD's 3 Essentials plus 1 plan for instructional excellence in order to plan activities for all core subjects through GRR. Teachers will plan for common, formative, and summative assessments to guide future instruction and drive intervention processes.

Strategy's Expected Result/Impact: Increased scores on all assessments

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Curriculum Department

Problem Statements: Student Learning 1, 5 - School Processes & Programs 1, 5

Strategy 5 Details

Strategy 5: Invite presenters and consultants to provide professional development to staff whose topics are in support of core instruction and are consistent with the NEW ELAR TEKS that will support the New EOCs set to begin in the spring 2023. Professional development for targeted campus needs to include Restorative Practices concepts and relationship-building concepts will also be provided.

Strategy's Expected Result/Impact: Rigorous instruction will take place in all classrooms.

Staff Responsible for Monitoring: Principal

Curriculum Department

Input from other campus administration

Problem Statements: Demographics 3 - Student Learning 7

Funding Sources: Campus PD for teachers of At Risk students targeting their specific needs. - 166 - State Comp Ed - 166.13.6299.00.002.24.AR0 - \$22,140

Strategy 6 Details

Strategy 6: EHS CTE Teachers will receive opportunities to participate in CTE-specific professional development opportunities in the 23-24 school year and summer of 2024, including membership fees for professional development organizations.

Strategy's Expected Result/Impact: Improved understanding of CTE content and teaching methods.

Staff Responsible for Monitoring: Principal

Curriculum Director

Campus Instructional Specialist

Problem Statements: School Processes & Programs 2, 6

Funding Sources: Funding for CTE PD - 163 - Career & Technical Education (CTE) - 163.13.6411.00.002.22.000 - \$16,500, Funding for CTE PD Registration Fees - 163 - Career & Technical Education (CTE) - 163.13.6411.00.002.22.000 - \$3,000, CTE Teacher Membership Fees - 163 - Career & Technical Education (CTE) - 163.13.6495.00.002.22.000 - \$3,000

Strategy 7 Details

Strategy 7: EHS will invest in learning opportunities for GT Students to include field-based learning opportunities in the community.

Strategy's Expected Result/Impact: Students will extend knowledge beyond the classroom to apply to real-world scenarios.

Staff Responsible for Monitoring: Principal

Curriculum Director

CIS

GT Teachers

Problem Statements: Student Learning 5, 10, 13

Funding Sources: Student Travel - 177 - Gifted/Talented - 177.11.6412.TR.002.21.000 - \$2,000

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: Ellison High School has a high number of students meeting the at-Risk criteria particularly in areas related to academic performance. **Root Cause:** Academic failure is the cause of many students meeting the At-Risk Criteria at EHS with 17.6% of students being retained.

Student Learning

Problem Statement 1: EHS trails the district and state averages for "Approaches", "Meets", and "Masters" in ELA I and ELA II STAAR performance. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 3: Number of students needing to retest on STAAR is high. **Root Cause:** Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.

Problem Statement 5: EHS teachers struggle to provide differentiated instruction for GT learners. **Root Cause:** EHS instructional strategies do not address GT needs in a separate context; embedded differentiation is required for GT learners. within the classroom setting.

Student Learning

Problem Statement 6: EHS trails the district and state averages for "Approaches", "Meets", and "Masters" in Algebra I STAAR performance. **Root Cause:** There is a struggle with finding a balance between curriculum, instruction, data, feedback, consistently using minds-on activities, providing tasks with real-world connections, the use of academic vocabulary, and the consistent use of response to intervention.

Problem Statement 7: Administrators and teachers need ongoing professional development to improve ability to meet the needs of specific accountability subgroups. **Root Cause:** Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.

Problem Statement 10: There is a need to strengthen teacher knowledge and skills to provide differentiated lessons for the GT learner. **Root Cause:** GT learners require differentiated lesson planning and instruction.

Problem Statement 13: Students identified as Gifted and Talented are not scoring in the mastery levels on state assessments. **Root Cause:** There is a struggle with providing students with tasks at the analyze and create DOK levels.

School Processes & Programs

Problem Statement 1: Not all teachers engage in meaningful conversations regarding common assessment data, leading to a reasonable conclusion that CUA's have not been a priority in the PLC. **Root Cause:** The absence of artifacts or data concerning Common Unit Assessments is an indicator that time is not being taken in the PLC context, in a uniform way across the campus, to ensure meaningful discussions regarding common assessment data are taking place. In addition, meaningful discussions regarding plans of actions based on common assessment data are not taking place.

Problem Statement 2: All students need to be aware of CTE opportunities in their high school years, including students who did not attend a KISD middle school. **Root Cause:** While most students who come to EHS from a KISD high school have had exposure to the opportunities afforded them through CTE, it is not always certain that new enrollees from outside KISD have been made aware of CTE opportunities in high school.

Problem Statement 5: Teachers need time to study student data collectively using the district-adopted protocol tools. **Root Cause:** PLCs provide administrative knowledge for the majority of the gathered time.

Problem Statement 6: There is a perception that PLC time is limited and teachers do not have enough time to plan. **Root Cause:** PLCs intended to focus on teaching and learning strategies are interrupted with discussion focused on discipline or other matters.

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

Performance Objective 1: Ellison High School will continue the procedure of increasing parental contact by voluntarily increasing the frequency of Progress Reports, as well as aligning Progress Report notification with UIL eligibility check. Goal is for EHS parents to increase positive responses to survey questions pertaining to whether they are informed of student academic progress, and whether they report receiving timely feedback on student performance.

Evaluation Data Sources: Feedback from parents about the frequency of contact, and the helpfulness of this increased contact.

Strategy 1 Details
<p>Strategy 1: Print and send home progress reports (with corresponding alerts sent to parents via Blackboard Connect) every third week, throughout the entire school year, rather than Progress Reports going home only at the midpoint between Report Cards.</p> <p>Strategy's Expected Result/Impact: Positive feedback from parents, indicating that the increased Progress Report frequency was helpful in assisting parents in keeping tabs on student grades and progress.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director Registrar</p> <p>Problem Statements: Perceptions 3</p>
Strategy 2 Details
<p>Strategy 2: Parental involvement at EHS will be encouraged by conducting an outreach to update correct contact information for Blackboard Connect.</p> <p>Strategy's Expected Result/Impact: Increase of 10% in rate of successful phone calls via Blackboard Connect.</p> <p>Staff Responsible for Monitoring: Principal Registrar Campus Technologists</p> <p>Problem Statements: Perceptions 3</p>

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 3: Parents complain that school/home communication is insufficient to meet their needs. Root Cause: Parents struggle with knowing who to contact with specific questions due to the preferred communication formats that the school uses. Parents still need information in written brochure/flyer/email format to accompany text, phone, and social media platforms.</p>

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

Performance Objective 2: Ellison High School will improve performance in preventing dropouts, thus improving Dropout Rate in TAPR. Goal is to reduce Dropout Rate and improve performance of campus in keeping students in school through graduation.

High Priority

Evaluation Data Sources: TAPR report, Continuers Report, Attendance Reports

Strategy 1 Details
<p>Strategy 1: Ellison High School will improve monitoring of 98's and students at risk of dropping out by implementing a monthly Attendance Update between Principal and Attendance Officer, as well as a monthly 98 Review with the campus 98 team.</p> <p>Strategy's Expected Result/Impact: Reduced number of unresolved 98's, improved redirection of students with attendance issues, reduced number of dropouts.</p> <p>Staff Responsible for Monitoring: Principal Attendance Officer Registrar</p> <p>Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 2</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Ellison High School has a high number of students meeting the at-Risk criteria particularly in areas related to academic performance. Root Cause: Academic failure is the cause of many students meeting the At-Risk Criteria at EHS with 17.6% of students being retained.</p>
Student Learning
<p>Problem Statement 2: Number of students failing multiple courses is high. Root Cause: EHS instructional culture does not consistently understand the mindset of students who are not independently motivated to succeed academically.</p>
Perceptions
<p>Problem Statement 2: Student referrals increased to 2,796 for the 2023-2024 school year. Root Cause: Referrals for tardies and truancy increased significantly.</p>

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

Performance Objective 3: Ellison High School will improve the process of informing the parents and families of ELL students about campus processes and procedures, and how to support the learning process.

Evaluation Data Sources: Feedback from parents of ELL students.

Strategy 1 Details
<p>Strategy 1: EHS will schedule and implement a parent/family informational event to help parents of ELL students get familiar with the educational process.</p> <p>Strategy's Expected Result/Impact: Improved connection between campus and parents of ELL students; improved understanding of educational process on the part of parents of ELL students.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director AP over TELPAS CIS ELL Teachers</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Students and parents may not perceive that staff may easily understand their perspectives due to demographic differences. Root Cause: Though staff demographics have moved towards a more ethnically diverse population, there is a disparity between the non-white student population (83%) and the non-white staff (58.8%).</p>
Perceptions
<p>Problem Statement 1: There is a struggle to create and maintain authentic relationships with students and parents. Root Cause: There is a lack of clarity with Restorative Practice Expectations.</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: Ellison High School will establish itself as the campus known for Student Connectedness. Students at EHS will readily tell others about their commitment to extracurricular activities, and will understand how these commitments improve student academic performance. This commitment must be renewed after the interruptions of the COVID closure. All EHS students will find a meaningful, personal connection to EHS via involvement in an extracurricular activity of their choice.

Evaluation Data Sources: The success of the Student Connectedness Project will be assessed by the number of students not involved in any extracurricular activities at EHS at the end of the 22-23 school year, compared to the same figure at the end of the 23-24 school year.

Strategy 1 Details
<p>Strategy 1: Student Connectedness Project: Ellison High School will continue to monitor numbers of students involved in extracurricular commitments, and individually recruit students who are not involved (Disconnected Students) to begin participating in extracurricular programs.</p> <p>Strategy's Expected Result/Impact: Continued decline in #'s of Disconnected Students at EHS.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director</p> <p>Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 2</p>
Strategy 2 Details
<p>Strategy 2: Ellison High School will continue to improve the transition of its freshman class into a connected, engaged, successful high school experience by contracting with Dr. Eric Cupp to engage with 9th grade students individually and in small groups to work through the transition from middle school to high school, and to instill a commitment to academic rigor. Dr. Cupp will encourage students to complete high school, and to seek increased academic rigor.</p> <p>Strategy's Expected Result/Impact: Numbers of students passing all classes and taking advanced level classes.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director</p> <p>Problem Statements: Demographics 3 - Perceptions 2</p> <p>Funding Sources: Funding for Dr. Cupp - 166 - State Comp Ed - 166.11.6299.00.002.30.AR0</p>

Strategy 3 Details

Strategy 3: Ellison High School will continue its tradition of planning an engaging visit to the campus for the incoming 8th graders in the spring, complete with a campus tour, and opportunity to learn about all the opportunities for Student Connectedness available on campus.

Strategy's Expected Result/Impact: Feedback from the four feeder middle schools on the relevance and positive nature of the event.

Staff Responsible for Monitoring: Principal
Student Activities Coordinator

Problem Statements: Perceptions 1

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Ellison High School has a high number of students meeting the at-Risk criteria particularly in areas related to academic performance. **Root Cause:** Academic failure is the cause of many students meeting the At-Risk Criteria at EHS with 17.6% of students being retained.

Student Learning

Problem Statement 2: Number of students failing multiple courses is high. **Root Cause:** EHS instructional culture does not consistently understand the mindset of students who are not independently motivated to succeed academically.

Perceptions

Problem Statement 1: There is a struggle to create and maintain authentic relationships with students and parents. **Root Cause:** There is a lack of clarity with Restorative Practice Expectations.

Problem Statement 2: Student referrals increased to 2,796 for the 2023-2024 school year. **Root Cause:** Referrals for tardies and truancy increased significantly.

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

Performance Objective 2: Ellison High School will continue to engage At-Risk students targeting truancy and behavior issues, and work with teachers and administrators to improve these areas of conduct. Ellison High School will improve the Dropout Rate. Perception and reality of efficacy of campus Discipline AP office must improve.

Evaluation Data Sources: Number of students reaching levels of non-attendance to require intervention from EHS Attendance Officer. Percentage of positive responses from staff, students, and parents concerning administrative responsiveness to issues of concern will be increased.

Strategy 1 Details
<p>Strategy 1: Attendance Officer will continue work striving to improve rate of student attendance at EHS, especially including students who are working remotely. Attendance Officer will be a primary ambassador of our campus to the most struggling students in our community, and will strive to develop a relationship of mutual respect with students/parents, demonstrating to them that EHS cares for them.</p> <p>Strategy's Expected Result/Impact: Improved levels of student attendance at EHS. Improved relationships with parents of students with chronic truancy issues.</p> <p>Staff Responsible for Monitoring: Principal Attendance Officer</p> <p>Problem Statements: Student Learning 2 - Perceptions 2</p>
Strategy 2 Details
<p>Strategy 2: Digital Hall Pass system will continue to be implemented (using regular budget funds) to improve the ability of all staff members to monitor student movement on campus throughout the school day. Data will be collected to show patterns of student exit from instruction, including destinations and time out of class.</p> <p>Strategy's Expected Result/Impact: Fewer numbers of students becoming truant by way of gaining a hall pass from teacher, and using the hall pass to go to unauthorized destinations, or failing to return to class.</p> <p>Staff Responsible for Monitoring: EHS Administrators EHS Technologists</p> <p>Problem Statements: Perceptions 2</p>

Strategy 3 Details

Strategy 3: Dr. Eric Cupp will be contracted to visit EHS on a monthly basis and engage with at-risk students to encourage them to overcome difficulties that hinder academic success.

Strategy's Expected Result/Impact: Feedback from Dr. Cupp regarding students' overall academic progress over the course of the year, resulting in improved performance in earning credits, challenging rigorous courses, and increasing district and state assessments by At-Risk students.

Staff Responsible for Monitoring: Principal
Curriculum Director
Counselors

Problem Statements: Student Learning 2, 3, 8

Funding Sources: Funding for Dr. Cupp - 166 - State Comp Ed - 166.11.6299.00.002.30.AR0 - \$18,100

Strategy 4 Details

Strategy 4: Ellison High School will promote a culture of respect and emotional safety for all members of the Eagle Family. Bullying incidents will be reduced, and the positive perception of EHS as a safe place will increase.

Strategy's Expected Result/Impact: Numbers of Bullying incidents reported at EHS, and feedback from students, staff, and parents re: quality of student experience at EHS.

Staff Responsible for Monitoring: EHS Administration
EHS Staff

Problem Statements: Perceptions 1, 3

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Number of students failing multiple courses is high. **Root Cause:** EHS instructional culture does not consistently understand the mindset of students who are not independently motivated to succeed academically.

Problem Statement 3: Number of students needing to retest on STAAR is high. **Root Cause:** Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.

Problem Statement 8: Many students experienced gaps in learning in every content area during the COVID closure and afterwards. **Root Cause:** Students were not on campus to receive in-person instruction, with varying experiences in remote learning in Spring 2020 thru Spring 2021.

Perceptions

Problem Statement 1: There is a struggle to create and maintain authentic relationships with students and parents. **Root Cause:** There is a lack of clarity with Restorative Practice Expectations.

Problem Statement 2: Student referrals increased to 2,796 for the 2023-2024 school year. **Root Cause:** Referrals for tardies and truancy increased significantly.

Problem Statement 3: Parents complain that school/home communication is insufficient to meet their needs. **Root Cause:** Parents struggle with knowing who to contact with specific questions due to the preferred communication formats that the school uses. Parents still need information in written brochure/flyer/email format to accompany text, phone, and social media platforms.

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 3: Ellison High School acknowledges that many students assigned to the DAEP experience academic derailment while away from their home campus. EHS' Campus Conduct Committee will monitor Restorative Practice strategies to build relationships which will help to keep more students on campus and reduce assignments to DAEP while still addressing misconduct according to the student code of conduct.

Evaluation Data Sources: Academic performance of students sent to DAEP, after they return to EHS.

Strategy 1 Details
<p>Strategy 1: AP in charge of Campus Conduct Committee will lead brainstorming sessions to gather ideas to intervene with student misconduct with the goal of reducing numbers of students assigned to DAEP.</p> <p>Strategy's Expected Result/Impact: Reduced numbers of students assigned to DAEP.</p> <p>Feedback from teachers on student conduct in class and on campus.</p> <p>Staff Responsible for Monitoring: EHS Administrators</p> <p>Problem Statements: Perceptions 2</p>

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 2: Student referrals increased to 2,796 for the 2023-2024 school year. Root Cause: Referrals for tardies and truancy increased significantly.</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 4: EHS will implement required safety protocols in order to provide a safe and healthy learning environment for all.

High Priority

Evaluation Data Sources: Feedback from KISD School Safety Office

Strategy 1 Details
<p>Strategy 1: EHS will implement new metal detector devices at Student Entrance on a daily basis, with assistance of Campus Police.</p> <p>Strategy's Expected Result/Impact: Reduce opportunity for dangerous items to be brought onto campus.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Police</p> <p>Problem Statements: Perceptions 1, 3</p>
Strategy 2 Details
<p>Strategy 2: EHS will implement regular interior and exterior door checks to ensure doors are locked during instruction.</p> <p>Strategy's Expected Result/Impact: Reduce opportunity for unauthorized persons to gain entry into campus or into a classroom during instructional time.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Police</p> <p>Problem Statements: School Processes & Programs 9</p>

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 9: With the rise in school intruders nationwide, safety continues to be a priority. Root Cause: EHS has a high number of access points.</p>
Perceptions
<p>Problem Statement 1: There is a struggle to create and maintain authentic relationships with students and parents. Root Cause: There is a lack of clarity with Restorative Practice Expectations.</p> <p>Problem Statement 3: Parents complain that school/home communication is insufficient to meet their needs. Root Cause: Parents struggle with knowing who to contact with specific questions due to the preferred communication formats that the school uses. Parents still need information in written brochure/flyer/email format to accompany text, phone, and social media platforms.</p>

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

Performance Objective 1: Ellison High School will continue to improve the appearance and function of its physical plant through improved maintenance procedures, and creative solutions to limitations that exist with the physical plant. Facilities limitations will have a lessening impact on success of mission at EHS.

Evaluation Data Sources: Updated furniture, student sitting areas, and increased visibility for safety purposes.

Strategy 1 Details
<p>Strategy 1: Ellison High School will improve its ability to respond to staff reports of facilities needs, by making use of a special email account: ehsworkorders@killeenisd.org. This email account is monitored by two secretaries, one AP, and the principal, and allows anyone at EHS to report a facilities issue so a work order can be filed in a timely fashion.</p> <p>Strategy's Expected Result/Impact: Successful completion of work orders. Speed of processing work orders. Feedback from staff on processing of work orders.</p> <p>Staff Responsible for Monitoring: Principal AP over Facilities Principal's Secretary</p> <p>Problem Statements: Perceptions 5</p>
Strategy 2 Details
<p>Strategy 2: EHS will keep administration posted on state of facilities by implementing a monthly walk-around meeting between custodial crew and administration.</p> <p>Strategy's Expected Result/Impact: Better campus appearance and cleanliness.</p> <p>Staff Responsible for Monitoring: Principal AP over Facilities</p> <p>Problem Statements: Perceptions 5</p>
Strategy 3 Details
<p>Strategy 3: EHS will create a committee in SBDM to discuss ideas for using the outdoor space that will be created when the portables are removed from the campus.</p> <p>Strategy's Expected Result/Impact: Additional outdoor space available for possible instructional uses, or additional spaces for students to use for lunch outdoors.</p> <p>Staff Responsible for Monitoring: Principal SBDM Committee</p> <p>Problem Statements: Perceptions 5</p>

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 5: Ellison High School has not had an update to the physical plant in over 5 years. **Root Cause:** Covid Closure took the potential Bond Election for a remodel off the ballot.

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

Performance Objective 2: Ellison High School will continue to provide students with well-planned and smoothly coordinated standardized testing experiences to minimize testing stress and maximize student success. Goal is to have zero testing irregularities, and no negative impact on student performance based on needless stress caused by testing organization/logistics.

Evaluation Data Sources: Number of testing incidents requiring documentation.

Strategy 1 Details
<p>Strategy 1: One of our Assistant Principals will serve as Testing Coordinator and will coordinate with KISD District Testing staff to ensure the accuracy of campus testing procedures. We will continue to use the new testing center, Classroom 129, as an efficient hub for all testing activities.</p> <p>Strategy's Expected Result/Impact: The number of testing irregularities/incidents requiring documentation will decrease.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal/Testing Coordinator</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Number of students needing to retest on STAAR is high. Root Cause: Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.</p>
School Processes & Programs
<p>Problem Statement 4: Reliable processes must be in place to ensure all students have a device to access online testing for EOC, PSAT, SAT, MAP, CUA, and Interim EOC. Root Cause: All exams - state and national are moving towards online only testing.</p>

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

Performance Objective 3: Ellison High School will invest in improvements to the campus environment to promote a student-friendly climate that encourages pride in the campus grounds and positive interaction. Survey results will indicate an increase in the percentage of stakeholders who perceive the EHS campus as clean and attractive.

Evaluation Data Sources: Improvement in appearance and functionality of outdoor areas on campus, reduction in trash visible on the grounds.

Strategy 1 Details
<p>Strategy 1: Principal and AP in charge of facilities will conduct monthly review of all facilities needs with both daytime and night custodial personnel.</p> <p>Strategy's Expected Result/Impact: Improved survey results indicating parent perception that appearance of school and grounds is positive.</p> <p>Feedback from EHS staff about quality of appearance of campus and grounds, as well as the level of service received from custodial staff.</p> <p>Staff Responsible for Monitoring: Principal AP over Facilities</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: There is a struggle to create and maintain authentic relationships with students and parents. Root Cause: There is a lack of clarity with Restorative Practice Expectations.</p>

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

Performance Objective 4: Ellison High School will improve its monitoring of budget and activity account funds throughout the school year, to ensure instructional priorities and budget priorities are aligned. Goal is to spend campus funds in accordance with academic needs and goals, and to receive a positive report from district leadership on annual audit of activity accounts.

Evaluation Data Sources: Analysis of expenditures throughout the 23-24 school year, to ensure alignment of instructional and budget priorities.

Strategy 1 Details
<p>Strategy 1: Ellison High School will improve its monitoring of budget and activity funds throughout the school year by scheduling a monthly budget review with the principal and the budget secretary. All funds will be reviewed, priorities discussed, and transfers made to ensure funds are not overlooked.</p> <p>Strategy's Expected Result/Impact: Successful expenditure of budget and activity funds. Successful audit in spring 2024.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director Budget Secretary Principal's Secretary</p> <p>Problem Statements: School Processes & Programs 10</p>

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 10: Allocating the correct funds to expenditures throughout the year must be a priority. Root Cause: The budget continues to increase in complexity.</p>

2023-2024 SBDM (HS)

Committee Role	Name	Position
Administrator/Chair	David Dominguez	Principal
Classroom Teacher	Amanda Merrell	English/ELAR
Classroom Teacher	Geoffrey Van Riper	Math
Classroom Teacher	Calen Poe	Social Studies
Classroom Teacher	Amy Key	Science
Classroom Teacher	Dustin Douglass	SPED Teacher
Business Representative	Rosemary Rhamy	Business Representative
Community Representative	Dondi Homan	Community Member
District-level Professional	Randy Carder	District-Level Professional
Parent	Jsanean Mark	Parent
Campus Administrator	Angela Espada	Curriculum Director
Non-classroom Professional	Avlyn Bolton	Campus Instructional Specialist
Paraprofessional	Alice Brown	Secretary
Campus Administrator	Diana Allred	Student Activities Coordinator
Campus Administrator	Kailani Miller	Assistant Principal
Campus Administrator	Christopher Metzger	Assistant Principal
Paraprofessional	Holly Bouknight	Curriculum Secretary
Non-classroom Professional	Lila Ramos	Campus Technologist
Non-classroom Professional	Douglas Linnane	Campus Technologist
Parent	Darrin Sopko	Parent
Parent	Bryan Metcalf	Parent
Classroom Teacher	Sheila Coffey	Teacher
Non-classroom Professional	Juli Fischer	Counselor
Classroom Teacher	Shirelle Givens	Teacher/Coach
Non-classroom Professional	Laura Gregory	Librarian
Non-classroom Professional	Marissa Ocampo	Librarian
Non-classroom Professional	Sarah Noteboom	Counselor

Committee Role	Name	Position
Classroom Teacher	Janie Poe	CTE Teacher
Classroom Teacher	Joseph Murphy	Teacher
Classroom Teacher	Jessica Snider	Teacher
Student	Ju-Young Kim	Student
Student	Rabia Warriach	Student