

Killeen Independent School District

Career Center

2024-2025



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Killeen ISD Career Center serves students from the 5 comprehensive high schools in Killeen ISD as well as Pathways Academic Campus. Students from Killeen ISD come from the Killeen, Harker Heights, Nolanville, and Ft. Cavazos communities.

Our student population is very diverse, with students from all 5 comprehensive home high schools as well as various racial and cultural backgrounds.

Our feeder pattern is district-wide, and we have open enrollment for all 10th through 12th graders. Last year's (2023-2024) demographics were as follows:

Ellison HS (28%), Killeen HS (12%), Harker Heights HS (22%), Shoemaker HS (19%), Chaparral HS (16%) and Pathways Academic Center (1%). Students have the option to attend either the morning

(4 instructional periods) or afternoon sessions (3 instructional periods); juniors and seniors may attend all day if their schedule allows.

During the 2023-2024 school year, 41% of our students were the dependents of active-duty military service members. 52% of the students were males, and 48% were female.

Students by Ethnicity (2023-2024):

Hispanic-30.55%, Indian-0.17%, Asian-2.17%, Black-36.56%, Pacific Islander-2.67%, White-19.37%

The Career Center's core values are: Collaboration, Honesty, Professionalism, Integrity, Responsibility, Service

KCC utilizes these values along with our mission and vision to drive decision making. Additionally, as we strive to serve our students, we work to embed the values as a part of their educational experience because we believe that these values are as important as any technical skill that a student can obtain. We celebrate our Core Values with students and staff by recognizing them with a "Shout Out" and monthly awards, on social media, and in all student-created Career Center content (videos, radio, graphics, etc.).

At the Career Center, staff is able to build on student interest and engagement as well as positive relationships to minimize serious discipline issues, especially in comparison with traditional campuses. However, minor violations such as tardies, IDs, and dress code remain issues that must be addressed. The elimination of cell phones in classrooms may also pose challenges as students and staff adjust to the new policy. Vapes are also a concern. All staff will be trained on Capturing Kids' Hearts, and full implementation of that program should improve behavior and, in turn, academic results. The Career Center is a high performing campus, with 94% of the class of 2024 graduating with a CCMR indicator.

Our business and industry partnerships bring resources from the community to the campus to help meet the needs of the students. Our business partners expect us

to prepare students with basic skills and a willingness to learn and work before sending them to their practicum sites. We hope to build more partnerships for work-based learning in the community as well as within KISD to support our students in learning technical and soft skills to prepare them for life after high school as well as support the efforts of the district and surrounding communities.

KCC CTSOs (Career and Technical Student Organization) exist to prepare high school graduates for the next step, whether it is post-secondary education or entry into the workforce. Rigorous academic content tied to technical subject matter, as well as internships and other cooperative work experiences, are hallmarks of CTE programs. CTSOs are considered an integral part of CTE; they help students develop the technical and leadership skills that will enable them to succeed in their career paths.

Student Success

Student Success Summary

Goal 1.1 Pathways for ALL students to build connections.

Goal 1.2 All students will meet or exceed the Texas grade-level standards in reading and writing.

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

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

The main purpose of our facility is to support students in becoming college and career ready. Our data is not entirely comparable to the data from other campuses within the district. Our facility is an extension of the other campuses and is not a stand-alone campus. Students from all four of the traditional campuses and Pathways are represented in our data. In addition to state assessment data, our student achievement is based upon the number and types of business and industry certifications that our students earn. At the end of the 2023-2024 school year, 94% of Career Center students had earned a CCMR indicator.

The English II and US History EOC exams are the only ones administered at the Career Center because the associated courses are offered here. Students at the Career Center performed as shown below on the Spring 2024 EOC exams:

US History:

Approaches Grade Level-99%, Meets Grade Level-86%, Masters Grade Level-47%

English II:

Approaches Grade Level-86%, Meets Grade Level-65%, Masters Grade Level-3.5%

All Killeen ISD Career Center students select their endorsement and program of study in 8th grade. Students from our middle school campuses (7th grade) visit the Career Center to receive insight on program offerings and procedures offered to them. Parents and students are provided the opportunity to receive information on all programs offered in Killeen ISD during our districtwide Academic Planning Fair held during the fall and spring semesters at the Career Center. It is our goal that every student engages in a rigorous curriculum, receives an appropriate level of instructional support, and participate in relevant assessments that guide students to be future ready. Students take required courses in core and elective classes to earn credits towards completing their endorsement. Credits may be earned towards an associate degree and/or workforce certification and/or hours toward post-secondary education to be prepared and competitive in their future endeavors. Our recruiting efforts are obvious by the need to run a lottery system for Automotive, Cosmetology, and Welding as well as to provide a double-zero hour block for practicum courses in Automotive and Welding.

The ultimate goal of instruction at KCC is for students to earn their high school diploma on time and to graduate with industry-related certifications enabling them to transition successfully into post-secondary opportunities. We strive to maintain a professional learning environment and treat students more like college bound students and future professional employees by gaining valuable post secondary skills through our 32 programs of study in 13 Career Clusters; 20 are in the Business & Industry Endorsement, 9 are in the Public Service Endorsement, and 3 are in the STEM Endorsement. There are 35 Industry Based Certifications that students may challenge. All coursework provides students with access to real-world experiences and career training that includes job shadowing, volunteering /clinical internships, and community service. Students are able to challenge dual credit courses in person and online through Central Texas College. Since the 22-23 SY, students will be able to take Education & Training dual credit courses. As new technologies are developed, we will strive to incorporate them into our programs so that our students are prepared and competitive while entering the workforce with the most current training and skills available. KCC students have access to use various forms of technology including: computers, 3D printers, sign making machines, industry specific equipment, such as embroidery machines.

Our trade shops contain welding machines, CNC machines, a water jet, and a sandblaster that is trailer mounted for larger projects. It is our goal to train students in using relevant, state-of-the-art equipment to prepare students for industry expectations. Students use various certification platforms to prepare for industry based certifications such as: Certiport using Adobe products, AutoCAD, Entrepreneurship & Small Business, Gmetrix, NOCTI, and iCEV. KCC also focuses on professional “soft” skills attainment through CTE programs. Student learning is reinforced through competing with co-curricular student organizations. The Career Center offers a wide variety of Career and Technical Student Organizations (CTSO's) based on the student's program of study including DECA, FFA, TAFE, SkillsUSA, and HOSA. Work-Based Learning is provided through lab settings at KCC and in partnership with local businesses.

Student Success Strengths

Goal 1.1 Pathways for ALL students to build connections.

Goal 1.2 All students will meet or exceed the Texas grade-level standards in reading and writing.

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

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

Aside from Early College High School, KCC had the highest CCMR percentage of any district high school at 94%. The campus has shown tremendous growth in this area over the last few years and would like to set a goal of 100% CCMR status for 2025's graduating class. Proposed strategies for accomplishing this goal include:

Continue to offer TSI twice a year for juniors and seniors.

Continue to offer the SD SAT twice a year: Once for juniors and once for seniors.

Increase the number of students challenging IBCs.

Increase the success rate on IBCs by implementing PLC processes (common planning and formative checks, data reflection/intervention, instructional coaching, etc.)

Offer SAT/TSI Bootcamps targeted to student needs.

Empower teachers with more knowledge about CCMR and the ability/expectation to track their senior's progress.

While USH EOC scores remain high, the goal will be to increase the percentage of 'meets' and 'masters' by 5% each. English II Scores are also higher than the district average, but the goal will be to increase at all performance levels by 5%. Emergent bilingual students scored lower than their grade-level peers in nearly all reporting categories on EOCs, so the goal is to increase their success at all performance levels by 5%. The addition of an academic dean and campus instructional specialist will boost the PLC and instructional coaching processes needed to meet these goals.

Problem Statements Identifying Student Success Needs

Problem Statement 1: 94% of Career Center Seniors met a College Career Military Readiness Indicator. Although this was a 4% increase from the previous year, there are still seniors who are not meeting the CCMR indicator. Accountability data shows CCMR gaps for subpopulations such as special education, American Indian, and Pacific Islander. **Root Cause:** Teachers were not heavily involved with counselors and leadership on tracking and supporting CCMR for their students. Increased education and accountability in this area will help increase student success.

Problem Statement 2: A low percentage of students (3.5%) scored at the masters level on the ELA II EOC. **Root Cause:** Students did not engage with enough rigorous content to prepare them to score at the master's level.

Problem Statement 3: Student enrollment in certain programs at KCC are not in alignment with industry needs. Student enrollment in non-traditional courses is below the state average. **Root Cause:** Recruiting efforts have not been targeted enough in general, and especially on the specific programs to help increase student interest and awareness.

Problem Statement 4: Students struggle to attend tutoring at the Career Center. **Root Cause:** The lack of Power Hour and transportation challenges prevent many students from attending.

Problem Statement 5: Our Staff and Advisory Board members identified professional "soft" skills that students need in order to be more prepared for their post secondary transition to college and/or career fields. **Root Cause:** There are significant gaps in soft skill attainment due to students lack of awareness of the long term effects and consequences.

Problem Statement 6: Emergent Bilingual students scored below their grade-level peers in all reporting categories on EOCs (English II and US History). **Root Cause:** Teachers need additional training on sheltered instruction protocols to support EB students in core and CTE courses.

Human Capital

Human Capital Summary

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

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

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Professional development is planned and provided for staff based on need and input from staff surveys. Teachers expressed the desire to work closer to their peer teachers to glean more through collaboration and observation. From this expression, Professional Learning Communities (PLCs) were re-organized at the beginning of the 2019-2020 SY and continues today. Teachers that attended the PLC at Work conference were trained to facilitate PLCs that focus on specific instruction and improving classroom practices. Additional staff attended the PLC at Work conference June 2020 and Response to Intervention (RTI) at Work Institute. The training brought awareness and response to research based practices in which educators can engage to increase success for all students. PLCs are centered around small groups that focus on three big ideas (learning, building a collaborative culture, and results oriented) and four essential questions:

What is it we want students to learn?

How will we know each student has learned it?

How will we respond when some students do not know it?

How do we extend and enrich the learning for those who have learned it?

Human Capital Strengths

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The impact of training ensures that teachers are prepared to increase student achievement. There are many resources for educators and a strong support from campus leadership through the District Instructional Specialist with observations and feedback. More clarity on utilizing resources are provided during professional development sessions. Teachers

participate in goal setting for T-TESS and individual teachers set Student Learning Objectives with students to monitor throughout the year. The goals for the district and campus are evident in the core values, mission, and vision statements. Target areas for growth at KCC includes growing each program in the sense of full enrollment and increasing passing rates on industry based certifications. Our passing rate on these certifications increased during the 23-24 SY, as evidenced by our 94% College, Career, and Military Readiness growth rate. These goals are measured by numerical data documented as students complete their programs.

Killeen ISD Career Center teachers are recruited through local, regional, and statewide job fairs. Our campus leadership team works closely with our district and local colleges at Central Texas College, Texas A&M - Central Texas, University of Mary Hardin-Baylor to recruit , support, retain, and allow partnering opportunities for teachers to mentor student teachers. Training, observations, and student teaching opportunities the process of building a cohesive and collaborative school community. Stipends are also offered to specific content teachers and incentive pay is offered to employees to recruit teachers. It is critical that we provide ongoing support and professional growth opportunities in order to develop and retain highly effective teachers, especially for our most at-risk students. Various teacher support programs equip our teachers such as: research-based practices and strategies to develop and promote effective teaching for all students, every day and in every classroom. During the 2021-2022 school year, KISD began the data collection year for Cohort D of the Teacher Incentive Allotment (TIA). TIA attracts and keeps effective educators in the classroom and incentivizes teachers to teach at campuses with a high percentage of economically disadvantaged students. Cohort D impacts CTE teachers, so KCC teachers will be involved in data collection with pre- and post-assessments for core and industry certifications as well as TTESS data collection. New teachers are assigned a mentor or buddy to guide them through a successful first year through our mentoring program as an educator at the Career Center (in Killeen ISD). At the beginning of the year, our district hosts a New Teacher Induction training to build clarity through making connections on the educational processes and programs facilitated in our district. All teachers are provided opportunities to attend local, regional, state, and national on going professional development, and job-embedded PLCs as added opportunities for support and retention. New teachers, with their mentors, meet regularly to discuss and support their needs and celebrate their successes. As of June 2024, KCC was near 100% professionally staffed, with an offer nearing final completion on the lone vacant teaching position.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: All teachers need continuous professional development, and CTE teachers need specialized training. **Root Cause:** The majority of CTE teachers enter the teaching profession directly from an industry-based job. Providing quality professional development in instructional practices is essential to retaining CTE teachers throughout the district.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

The majority of the Career Center's funding comes from federal 163 (CTE) and Perkins Grant funds. Stakeholders are actively involved in the budget planning process in the following ways:

- CTE teachers and teams are given a budgeting wish list with which to plan any funds allocated to a given program in conjunction with campus leadership. This accounts for CTSO participation/travel, instructional supplies, PD/travel, technology needs. etc.
- Campus needs and purchases are reviewed with the campus SBDM committee as well as community advisory boards throughout the school year.
- Purchasing updates are shared in faculty meetings after SBDM/stakeholder review.

Teachers, other campus leaders, and community stakeholders also collaborate on the allocation of our most important resource, staff, by reflecting on program efficacy and reviewing them against student requests and local labor market data to ensure that programs and courses offered are aligned with industry needs and staffed appropriately.

Financial Stewardship Strengths

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

The transparent, collaborative nature of the budgeting process at the Career Center (see above) is a strength.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: It is difficult to continue to meet the technological demands of CTE programs and support CTE students in core content areas by life-cycling and adding new needed technologies. **Root Cause:** The increased need for technology in CTE courses increases the frequency of life-cycle purchases, which negatively impacts the campus ability

to allocate resources to core classes.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

HB3 Priority

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Use intentional CTE recruitment efforts to strategically grow CTE programs and increase CCMR rates as a result.</p> <p>Progress Measure (Lead): Use KCC tours, academic planning fairs, counselor training, and elementary outreach to increase CTE participation and persistence.</p> <p>Outcome Measure (Lag): Increase CTE completer rate to 45%</p> <p>Dates/Timeframes: 2029</p> <p>Collaborating Departments: CTE, Learning Services, Specialized Learning</p> <p>Problem Statements: Student Success 1, 3, 5</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Recruit for non-UIL/CTSO clubs to increase connectivity at KCC. Support home campus activities with horizontal CTSO alignment.</p> <p>Progress Measure (Lead): *Create horizontal alignment systems to support an increase in CTSO participation at home campuses. *Encourage non-UIL/CTSO clubs and organizations to improve relationships and campus connectivity.</p> <p>Outcome Measure (Lag): Non-UIL/CTSO clubs would increase from 0 to 5. Home campus CTSO participation will increase by 5% from their baseline.</p> <p>Dates/Timeframes: May 2025</p> <p>Staff Responsible for Monitoring: CTE Program Advisor, KCC campus leadership</p> <p>Collaborating Departments: Home campuses, CTE</p>
Key Strategic Action 3 Details
<p>Key Strategic Action 3: Systematically integrate Capturing Kids' Hearts with fidelity campus-wide. Ensure implementation with fidelity of cell-phone free policy.</p> <p>Progress Measure (Lead): Provide weekly suggestions for CKH implementation. Model CKH in staff meetings and PLCs. Provide consistent feedback for teachers on CKH implementation from walkthroughs and hallways observation. Monitor cell-phone free environment and issue consequences accordingly.</p> <p>Outcome Measure (Lag): KCC attendance rate will rise from 92 to 95%. Discipline referrals will decrease from 84 to 60. DAEP placements will decrease from 9 to 5.</p> <p>Dates/Timeframes: May 2025</p> <p>Staff Responsible for Monitoring: KCC Campus Leadership</p>

Key Strategic Action 4 Details

Key Strategic Action 4: Recruit and retain students in dual credit CTE courses.

Progress Measure (Lead): Recruitment to Education and Training program beginning with identification of potential students in elementary and middle school. Support students in entering dual credit by working with students on CTC processes to ensure smooth application and enrollment procedures. Actively recruit students for dual credit Anatomy & Physiology.

Outcome Measure (Lag): Dual credit Education and Training enrollment will go from 6 to 15. Dual credit Anatomy & Physiology enrollment will go from 0 to 10.

Dates/Timeframes: August 2025

Staff Responsible for Monitoring: KCC Campus Leadership and teachers

Collaborating Departments: CTE, Advanced Academics

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1

Goal 1 Problem Statements:

Student Success

Problem Statement 1: 94% of Career Center Seniors met a College Career Military Readiness Indicator. Although this was a 4% increase from the previous year, there are still seniors who are not meeting the CCMR indicator. Accountability data shows CCMR gaps for subpopulations such as special education, American Indian, and Pacific Islander.

Root Cause: Teachers were not heavily involved with counselors and leadership on tracking and supporting CCMR for their students. Increased education and accountability in this area will help increase student success.

Problem Statement 3: Student enrollment in certain programs at KCC are not in alignment with industry needs. Student enrollment in non-traditional courses is below the state average. **Root Cause:** Recruiting efforts have not been targeted enough in general, and especially on the specific programs to help increase student interest and awareness.

Problem Statement 5: Our Staff and Advisory Board members identified professional "soft" skills that students need in order to be more prepared for their post secondary transition to college and/or career fields. **Root Cause:** There are significant gaps in soft skill attainment due to students lack of awareness of the long term effects and consequences.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: 1.2.a. Ensure a vertically aligned guaranteed viable curriculum is taught and assessed in all classrooms</p> <p>1.2.b. Data-driven instruction and Intervention with evidence based practices in core instruction for Reading and Writing at all levels</p> <p>Progress Measure (Lead): Increase and improve targeted use of Benchmark Data Protocol to target subpopulations and increase 'meets' and 'masters' as well as Emergent Bilingual performance. Use CTWP to improve scores on short and extended constructed responses. Use TSIA released items to support instruction in English III and IV to improve TSIA success rates. Track fidelity of curriculum implementation and use of research-based best practices to focus on high-quality Tier 1 instruction.</p> <p>Utilize Get Better Faster Coaching to increase observations of Reading and Writing in all grade levels</p> <p>Outcome Measure (Lag): Student scores on the English II EOC will rise in the 'Approaches' category from 86 to 90%, in the 'Meets' category from 60 to 65%, and in the 'Masters' category from 4 to 10%. TSI completion rates will rise from 44 to 55%. Student scores on the English II EOC for EB students will rise by 5% in the 'Approaches' and 'Meets' categories.</p> <p>Dates/Timeframes: May 2025</p> <p>Staff Responsible for Monitoring: KCC Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Success 2, 6</p>

Goal 2 Problem Statements:

Student Success
<p>Problem Statement 2: A low percentage of students (3.5%) scored at the masters level on the ELA II EOC. Root Cause: Students did not engage with enough rigorous content to prepare them to score at the master's level.</p> <p>Problem Statement 6: Emergent Bilingual students scored below their grade-level peers in all reporting categories on EOCs (English II and US History). Root Cause: Teachers need additional training on sheltered instruction protocols to support EB students in core and CTE courses.</p>

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: 1.3.a. Ensure a vertically aligned guaranteed viable curriculum is taught and assessed in all classrooms</p> <p>1.3.b. Data-driven instruction and Intervention with evidence based practices in core instruction for Math</p> <p>Progress Measure (Lead): Increase and improve targeted use of Benchmark Data Protocol to target subpopulations and increase TSIA completion. Use TSIA released items to support instruction in KCC math courses to improve TSIA success rates. Track fidelity of curriculum implementation and use of research-based best practices to focus on high-quality Tier 1 instruction.</p> <p>Utilize Get Better Faster Coaching to increase observations of math in all grade levels</p> <p>Outcome Measure (Lag): TSI completion rates will rise from 44 to 55%</p> <p>Dates/Timeframes: May 2025</p> <p>Staff Responsible for Monitoring: KCC Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Increase work-based learning opportunities. Build and sustain a CCMR data reporting system that is owned and monitored by teachers and students.</p> <p>Progress Measure (Lead): Build more industry partnerships through Leadership Killeen participation and networking. Create more work-based learning opportunities for students with different departments in Killeen ISD. Create and monitor a CCMR data tracking system that is individualized and owned by students and teachers.</p> <p>Outcome Measure (Lag): The CCMR completion rate for CCAM and CCALL students will rise from 94 to 100%.</p> <p>Dates/Timeframes: May 2025</p> <p>Staff Responsible for Monitoring: KCC Campus Leadership, teachers</p> <p>Collaborating Departments: CTE</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

Key Strategic Action 2 Details

Key Strategic Action 2: Ensure a vertically aligned guaranteed viable curriculum is taught and assessed in all classrooms

Data-driven instruction and Intervention with evidence based practices in core instruction for CTE at all levels

Progress Measure (Lead): Increase and improve targeted use of Benchmark Data Protocol (adjusted to align with industry-based certification exams and pre-tests) to increase the number of students eligible to test and increase student success on IBCs. Track fidelity of curriculum implementation and use of research-based best practices to focus on high-quality Tier 1 instruction (project-based learning, work-based learning, instruction aligned with industry and CTSO expectations).

Outcome Measure (Lag): The percentage of CTE completers and concentrators out of CTE students will rise from 44 to 65.

The CCMR completion rate for CCAM and CCALL students will rise from 94 to 100%.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: KCC Leadership, teachers

Collaborating Departments: CTE

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1 - Financial Stewardship 1

Funding Sources: Instructional Travel - 163 - Career & Technical Education (CTE) - 163.11.6411.00.003.22.000 - \$20,000, Student Travel-CTSO Competition - 163 - Career & Technical Education (CTE) - 163.36.6412.00.003.22.000 - \$80,000, Instructional Supplies - 163 - Career & Technical Education (CTE) - 163.11.6399.00.003.22.000 - \$750,000, Reading Materials - 163 - Career & Technical Education (CTE) - 163.11.6329.00.003.22.000 - \$2,500, Technology - 163 - Career & Technical Education (CTE) - 163.11.6398.00.003.22.000 - \$290,300, Insurance-Practicum students - 163 - Career & Technical Education (CTE) - 163.11.6429.00.003.22.000 - \$1,500, Contracted Repair/Maintenance - 163 - Career & Technical Education (CTE) - 163.11.6249.00.003.22.000 - \$13,000, Misc. Services-Online Instructional Platforms - 163 - Career & Technical Education (CTE) - 163.11.6299.00.003.22.000 - \$95,000, Textbooks - 163 - Career & Technical Education (CTE) - 163.11.6321.xx.003.22.xxx - \$4,000, Maintenance supplies - 163 - Career & Technical Education (CTE) - 163.51.6399.xx.003.22.xxx - \$1,000, Air Card Service-CTE Radio Station - 163 - Career & Technical Education (CTE) - 163.11.6396.00.003.22.000 - \$500, Supplemental Pay - 163 - Career & Technical Education (CTE) - 163.36.6118.00.003.22.000 - \$15,000, Supplemental Pay-CTE tutoring - 163 - Career & Technical Education (CTE) - 163.11.6118.00.003.22.000 - \$15,000, Competition Prep Books - 163 - Career & Technical Education (CTE) - 163.36.6399.00.003.22.000 - \$3,000, Extra-curricular supplies - 163 - Career & Technical Education (CTE) - 163.36.6399.00.003.22.000 - \$15,000, Certifications - 163 - Career & Technical Education (CTE) - 163.31.6299.xx.003.22.xxx - \$100,000, Extracurricular membership fees - 163 - Career & Technical Education (CTE) - 163.36.6495.xx.003.22.xxx - \$25,000, Teacher travel-extracurriculars - 163 - Career & Technical Education (CTE) - 163.36.6411.00.003.22.000 - \$30,000, Awards-Students - 163 - Career & Technical Education (CTE) - 163.11.6498.00.003.22.000 - \$4,500, Technology supplies - 163 - Career & Technical Education (CTE) - 163.11.6394.00.003.22.000 - \$2,500, Membership fees-Counselors - 163 - Career & Technical Education (CTE) - 163.31.6495.xx.003.22.xxx - \$1,000, Membership fees-Admin - 163 - Career & Technical Education (CTE) - 163.23.6495.xx.003.22.xxx - \$1,000, CTE Furniture - 163 - Career & Technical Education (CTE) - 163.11.6393.00.003.22.000 - \$5,000, Admin/Secretarial Supplies/Postage - 163 - Career & Technical Education (CTE) - 163.23.6399.xx.003.22.xxx - \$4,500, Supplies-Counselors - 163 - Career & Technical Education (CTE) - 163.31.6399.00.003.22.000 - \$500, Field Trips - 163 - Career & Technical Education (CTE) - 163.36.6412.00.003.22.000 - \$2,155, Non-tech Controlled Items - 163 - Career & Technical Education (CTE) - 163.11.6395.00.003.22.000 - \$140,000, In-District Printing - 163 - Career & Technical Education (CTE) - 163.11.6397.00.003.22.000 - \$800, Sam's Club Renewal - 163 - Career & Technical Education (CTE) - 163.23.6495.xx.003.22.xxx - \$45, School Safety - 163 - Career & Technical Education (CTE) - 163.52.6399.00.003.22.008 - \$2,000, Community Misc. Expenses - 163 - Career & Technical Education (CTE) - 163.61.6499.xx.003.22.xxx - \$3,000, Background tests/Fingerprinting for Certifications - 163 - Career & Technical Education (CTE) - 163.11.6499.00.003.22.000 - \$2,000, Instructional Aide-CTE - 163 - Career & Technical Education (CTE) - 163.11.6125.00.003.22.000 - \$33,700, Counselor PD - 163 - Career & Technical Education (CTE) - 163.31.6411.00.003.22.000 - \$3,000, Capital Outlay, Non-Technology - 163 - Career & Technical Education (CTE) - 163.11.6639.00.003.22.000 - \$10,000

Goal 4 Problem Statements:

Student Success
<p>Problem Statement 1: 94% of Career Center Seniors met a College Career Military Readiness Indicator. Although this was a 4% increase from the previous year, there are still seniors who are not meeting the CCMR indicator. Accountability data shows CCMR gaps for subpopulations such as special education, American Indian, and Pacific Islander.</p> <p>Root Cause: Teachers were not heavily involved with counselors and leadership on tracking and supporting CCMR for their students. Increased education and accountability in this area will help increase student success.</p>
Financial Stewardship
<p>Problem Statement 1: It is difficult to continue to meet the technological demands of CTE programs and support CTE students in core content areas by life-cycling and adding new needed technologies. Root Cause: The increased need for technology in CTE courses increases the frequency of life-cycle purchases, which negatively impacts the campus ability to allocate resources to core classes.</p>

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Teachers will be provided with professional development (on and off-site), coaching support, and time to collaborate in PLCs to support professional growth and a positive work environment. KCC Leadership will celebrate staff who exhibit KCC Core Values and behaviors identified in KISD Leads the Way.</p> <p>Progress Measure (Lead: Staff recruitment/retention</p> <p>Dates/Timeframes: Weekly PLCs, monthly meetings, coaching and PD as needed.</p> <p>Collaborating Departments: Learning Services, CTE</p> <p>Problem Statements: Human Capital 1</p>

Goal 1 Problem Statements:

Human Capital
<p>Problem Statement 1: All teachers need continuous professional development, and CTE teachers need specialized training. Root Cause: The majority of CTE teachers enter the teaching profession directly from an industry-based job. Providing quality professional development in instructional practices is essential to retaining CTE teachers throughout the district.</p>

Priority 2: Human Capital

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Campus leadership and stakeholders (SBDM, community partners, etc.) will continuously review program needs and staff accordingly, recruiting as needed through word-of-mouth, social media, and district resources</p> <p>Progress Measure (Lead: Staff recruitment/retention</p> <p>Dates/Timeframes: Monthly SBDM meetings, advisory board meetings in October</p> <p>Collaborating Departments: CTE</p> <p>Problem Statements: Human Capital 1</p>

Goal 2 Problem Statements:

Human Capital
<p>Problem Statement 1: All teachers need continuous professional development, and CTE teachers need specialized training. Root Cause: The majority of CTE teachers enter the teaching profession directly from an industry-based job. Providing quality professional development in instructional practices is essential to retaining CTE teachers throughout the district.</p>

Priority 2: Human Capital

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Teachers will be supported with research-based best practices through PD, PLC, coaching, new teacher support meetings</p> <p>Progress Measure (Lead: Staff recruitment/retention</p> <p>Dates/Timeframes: Weekly PLCs, monthly meetings, coaching and PD as needed</p> <p>Collaborating Departments: Learning Services, CTE</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Success 1, 2, 3 - Human Capital 1</p> <p>Funding Sources: Teacher professional development - 163 - Career & Technical Education (CTE) - 163.13.6411.00.003.22.000 - \$10,000, Teacher professional development (Region XII) - 163 - Career & Technical Education (CTE) - 163.13.6239.00.003.22.000 - \$1,000</p>

Goal 3 Problem Statements:

Student Success
<p>Problem Statement 1: 94% of Career Center Seniors met a College Career Military Readiness Indicator. Although this was a 4% increase from the previous year, there are still seniors who are not meeting the CCMR indicator. Accountability data shows CCMR gaps for subpopulations such as special education, American Indian, and Pacific Islander.</p> <p>Root Cause: Teachers were not heavily involved with counselors and leadership on tracking and supporting CCMR for their students. Increased education and accountability in this area will help increase student success.</p> <p>Problem Statement 2: A low percentage of students (3.5%) scored at the masters level on the ELA II EOC. Root Cause: Students did not engage with enough rigorous content to prepare them to score at the master's level.</p> <p>Problem Statement 3: Student enrollment in certain programs at KCC are not in alignment with industry needs. Student enrollment in non-traditional courses is below the state average. Root Cause: Recruiting efforts have not been targeted enough in general, and especially on the specific programs to help increase student interest and awareness.</p>
Human Capital
<p>Problem Statement 1: All teachers need continuous professional development, and CTE teachers need specialized training. Root Cause: The majority of CTE teachers enter the teaching profession directly from an industry-based job. Providing quality professional development in instructional practices is essential to retaining CTE teachers throughout the district.</p>

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: KCC staff will participate in the yearly district survey, with results to be analyzed by campus leadership. Leadership will also conduct an internal survey and use rounding conversations and committees for qualitative and quantitative feedback data.</p> <p>Progress Measure (Lead: Staff recruitment/retention</p> <p>Dates/Timeframes: Fall survey, conversations/committees ongoing</p> <p>Collaborating Departments: Communications</p>

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: The campus SBDM and leadership team will collaborate with teachers to plan budgets for technology, supplies, competition/PD travel, and any other needs based on stakeholder input and student achievement data.</p> <p>Progress Measure (Lead: Increased student achievement from work-based learning, project-based learning, CTSO competition, etc.</p> <p>Dates/Timeframes: August 2024 (planning)</p> <p>Collaborating Departments: SBDM</p> <p>Problem Statements: Student Success 1 - Human Capital 1 - Financial Stewardship 1</p>

Goal 1 Problem Statements:

Student Success
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Financial Stewardship
<p>Problem Statement 1: It is difficult to continue to meet the technological demands of CTE programs and support CTE students in core content areas by life-cycling and adding new needed technologies. Root Cause: The increased need for technology in CTE courses increases the frequency of life-cycle purchases, which negatively impacts the campus ability to allocate resources to core classes.</p>

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Budget and spending updates will be communicated frequently via the campus website and campus staff/committee meetings</p> <p>Progress Measure (Lead): Increased student achievement from work-based learning, project-based learning, CTSO competition, etc. Increased stakeholder participation in budgeting process</p> <p>Dates/Timeframes: Monthly</p> <p>Collaborating Departments: Campus SBDM, Leadership team</p> <p>Problem Statements: Student Success 1 - Human Capital 1 - Financial Stewardship 1</p>

Goal 2 Problem Statements:

Student Success
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<p>Problem Statement 1: It is difficult to continue to meet the technological demands of CTE programs and support CTE students in core content areas by life-cycling and adding new needed technologies. Root Cause: The increased need for technology in CTE courses increases the frequency of life-cycle purchases, which negatively impacts the campus ability to allocate resources to core classes.</p>

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Campus SBDM will meet 6 times a year to review and update the CIP for progress checks.</p> <p>Progress Measure (Lead): Increased student achievement from work-based learning, project-based learning, CTSO competition, etc. Increased stakeholder participation in budgeting process</p> <p>Outcome Measure (Lag): CCMR completion rate for CCAM and CCALL students will rise from 94% to 100%</p> <p>Dates/Timeframes: Monthly</p> <p>Collaborating Departments: Budget, Purchasing, KCC</p> <p>Problem Statements: Student Success 1 - Human Capital 1 - Financial Stewardship 1</p>

Goal 3 Problem Statements:

Student Success
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Financial Stewardship
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Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Activity funds, travel, and purchasing training will be delivered on campus during in-service. The needs of CTSOs and programs are different from those on a home campus, and greater stakeholder awareness and participation in budgeting benefits staff and student outcomes.</p> <p>Progress Measure (Lead): Increased student achievement from work-based learning, project-based learning, CTSO competition, etc. Increased stakeholder participation in budgeting process</p> <p>Outcome Measure (Lag): CCMR completion rate for CCAM and CCALL students will rise from 94% to 100%</p> <p>Dates/Timeframes: August 2024</p> <p>Collaborating Departments: Budget, Purchasing, KCC</p> <p>Problem Statements: Student Success 1 - Human Capital 1 - Financial Stewardship 1</p>

Goal 4 Problem Statements:

Student Success
<p>Problem Statement 1: 94% of Career Center Seniors met a College Career Military Readiness Indicator. Although this was a 4% increase from the previous year, there are still seniors who are not meeting the CCMR indicator. Accountability data shows CCMR gaps for subpopulations such as special education, American Indian, and Pacific Islander.</p> <p>Root Cause: Teachers were not heavily involved with counselors and leadership on tracking and supporting CCMR for their students. Increased education and accountability in this area will help increase student success.</p>
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<p>Problem Statement 1: All teachers need continuous professional development, and CTE teachers need specialized training. Root Cause: The majority of CTE teachers enter the teaching profession directly from an industry-based job. Providing quality professional development in instructional practices is essential to retaining CTE teachers throughout the district.</p>
Financial Stewardship
<p>Problem Statement 1: It is difficult to continue to meet the technological demands of CTE programs and support CTE students in core content areas by life-cycling and adding new needed technologies. Root Cause: The increased need for technology in CTE courses increases the frequency of life-cycle purchases, which negatively impacts the campus ability to allocate resources to core classes.</p>