

**Killeen Independent School District**  
**Shoemaker High School**  
**2023-2024 Formative Review with Notes**



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# Goals









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

**Performance Objective 1:** Increase academic success of At-Risk students by 5% as measured by EOC data.

**Evaluation Data Sources:** EOC scores, MAP results, CUA & CFA data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> SHS will provide interventions in various ways for At-Risk students. Students who failed an English I, English II, or Algebra I EOC will be placed in an elective course taught by content certified teachers to prepare them for retesting. Teachers will also provide interventions in the classroom as needed, as well as outside targeted intervention/tutoring opportunities for struggling At-Risk students in all subjects by utilizing before/after school tutoring/interventions, Saturday camps, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement, reduced number of EOC re-testers</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Planning interventions utilizing PACK time, Saturdays</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Starting interventions utilizing PACK time, Saturdays, interventionists, planning EOC Boot Camps</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> At-Risk Aide(s) and At-Risk Counselor(s) will be utilized to provide social-emotional and additional academic support to At-Risk students, by providing additional resources and services, counseling, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students needs outside of school will be met, so they can focus on their education.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Use of interventionists (providing intervention elective courses, interventions during PACK time, etc.)</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   At-Risk Counselor and Aide providing group support and individual resources to students</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> At Risk students will participate in field based instruction targeting areas of academic need. Field based instruction will occur at locations that teach or reinforce concepts that are difficult to replicate in the classroom setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic success for At Risk students. Build prior knowledge and experience which can be applied across content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5 - School Processes &amp; Programs 1, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A No progress yet.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> N/A No progress yet.</p> <p><b>Mar</b> <b>March Evidence of Progress</b> N/A</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> A group of specifically chosen at-risk students will be taught emotional intelligence and leadership skills through a variety of presentations, to include Challenge Day. Students will gain an improved understanding of other peoples' experiences, how actions affect others, self-management, and healthy self-expression. These activities will build positive relationships among students and staff, which directly impacts student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance, behavior, and participation in academic courses.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Administration</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4, 5 - Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Challenge Day scheduled for 11/29/23 </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Challenge Day held 11/28/23 </p> <p><b>Mar</b> <b>March Evidence of Progress</b> </p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> At-Risk teachers will attend targeted At-Risk professional development geared toward developing effective strategies for supporting At-Risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase of support and academic achievement for At-Risk students</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, T-TESS Appraisers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A No progress yet, interventionists have been tasked with finding applicable conferences.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  Interventionist plans to attend the the Summit on RTI at Work conference</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

**Performance Objective 2:** Increase the rigor of instruction in all English courses while maintaining the focus on improving the performance of all students.

English I: Continue EOC growth at the Approaches and Meets levels to close the gap between the campus and district scores, raise Masters level scores at least 3% to match the district.



English II: Raise EOC scores at all levels to reduce the gaps between the campus and district scores, and start trending in a more positive direction.

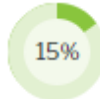





For EB students, scores need to increase for English EOC's overall by at least 3% in Approaches and Above to close the gap between campus and district scores. More emphasis needs to be put on rigor to increase scores at the Meets and Masters level as well.

For SPED students, scores need to improve on the English I EOC significantly, as there has been a substantial drop in scores over the past three years.

Additional Targeted Support for 2023-2024: We strive for all students' academic achievement status to meet grade-level standards in ELA/Reading. Targeted Support will be provided to students in our lowest two demographic sub-populations: African American and Pacific Islander. This will be provided through after-school tutoring that targets low-performing standards in order to increase academic achievement status meeting grade-level standards in ELA.

**Evaluation Data Sources:** EOC Scores, Common Unit Assessments, MAP, ACT, SAT, AP, T-TESS Teacher Evaluations, and Walkthrough Observation Reports

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Use backwards design lesson planning as a team to align instruction to the district CUA's, and plan for increased engagement, Gradual Release of Responsibility (GRR) and rigor. Develop CFA's as a department to assess progress along the way, and evaluate data protocols as a PLC to learn from each other and plan meaningful interventions to spiral into lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will support the development of lessons that focus on the standards addressed in CUA's, and provide a foundation for data-driven decisions about how to effectively provide support and remediation for students struggling with those standards.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director; Administrators; Lead teachers; CIS; Core Teachers, SPED Teachers</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2, 4</p>	<p><b>Nov</b>   <b>November Evidence of Progress</b>            Large group PLC's have included target alignment, Next PLC will be about analyzing targets and increasing rigor, other PD's planned by CIS.</p> <p><b>Jan</b>   <b>January Evidence of Progress</b>            Large group PLC's have included target alignment, increasing rigor, instructional strategies, other PD's planned by CIS.</p> <p><b>Mar</b>  <b>March Evidence of Progress</b></p> <p><b>June</b>  <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Track and monitor the academic progress of all students in English courses. Know their state testing history as a baseline for future expectations, goals, interventions and enrichment. Identify high performing students to recommend for advanced coursework, and provide interventions for those who are struggling. Highlight At-Risk students to watch (EB, SPED, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive more individualized instruction and assistance. Students will be able to attend targeted tutoring, and higher achieving students can be pushed even further.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Administrators; Lead teachers; CIS, Core Teachers, SPED Teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 5 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 15% Plan is underway to use Interim STAAR data and district supplied spreadsheets to target specific students for interventions and supplemental instruction to ensure the grow.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 50% English planning day provided 1/24/24 to look at student STAAR data (last year vs. interim), targeting students who are 5 or less points away from scoring at the next level, to include Meets/Mastery students. Teachers provided names of students they recommend for advanced coursework, interventions are scheduled for at-risk students.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

**Performance Objective 3:** Increase the rigor of instruction in all Math courses while maintaining the focus on improving the performance of all students.



Algebra I: Continue EOC growth at the Approaches and Meets levels to close the gap between the campus and district scores, raise Masters level scores at least 5% to close the gap between campus and district scores.

EB students' Algebra I scores need to continue improving to close the gap between campus and district scores, Approaches scores need to raise at least 4% to match the district's pass rate.







For SPED students, Algebra I scores need to continue improving to close the gap between campus and district scores, focusing on the Masters level which is has not shown growth. need to increase by at least 4% in Approaches and Above to match the district average.

Additional Targeted Support for 2022-2023: We strive for all students' academic achievement status to meet grade-level standards in Math. Targeted Support will be provided to students in our lowest two demographic sub-populations: African American and Pacific Islander. This will be provided through after-school tutoring that targets low-performing standards in order to increase academic achievement status meeting grade-level standards in ELA.

**Evaluation Data Sources:** EOC Scores, Common Unit Assessments, MAP, ACT, SAT, AP, T-TESS Teacher Evaluations, and Walkthrough Observation Reports

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue using backwards design lesson planning as a team to align instruction to the district CUA's, and plan for increased engagement, Gradual Release of Responsibility (GRR) and rigor. Develop CFA's as a department to assess progress along the way, and evaluate data protocols as a PLC to learn from each other and plan meaningful interventions to spiral into lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will support the development of lessons that focus on the standards addressed in CUA's, and provide a foundation for data-driven decisions about how to effectively provide support and remediation for students struggling with those standards.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director; Principal, Administrators; Lead teachers; CIS; Core Teachers, SPED Teachers</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Large group PLC's have included target alignment, Next PLC will be about analyzing targets and increasing rigor, other PD's planned by CIS.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Large group PLC's have included target alignment, increasing rigor, instructional strategies, other PD's planned by CIS.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Track and monitor the academic progress of all students in Math courses. Know their state testing history as a baseline for future expectations, goals, interventions and enrichment. Identify high performing students to recommend for advanced coursework, and provide interventions for those who are struggling. Highlight At-Risk students to watch (EB, SPED, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive more individualized instruction and assistance. Students will be able to attend targeted tutoring, and higher achieving students can be pushed even further.</p> <p><b>Staff Responsible for Monitoring:</b> At Risk Coordinator, At Risk Aide, Curriculum Director, Department Team Lead, Core Teachers, SPED Teachers</p> <p><b>Problem Statements:</b> Student Learning 2, 5 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 15% Plan is underway to use Interim STAAR data and district supplied spreadsheets to target specific students for interventions and supplemental instruction to ensure the grow.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 50% Algebra I planning day provided 1/30/24 to look at student STAAR data (last year vs. interim), targeting students who are 5 or less points away from scoring at the next level, to include Meets/Mastery students. Teachers provided names of students they recommend for advanced coursework, interventions are scheduled for at-risk students.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress          Accomplished          Continue/Modify          Discontinue       </p>	

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



**Performance Objective 4:** Increase the rigor of instruction in all Science courses while maintaining the focus on improving the performance of all students.

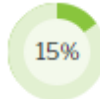
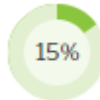




Biology I: Continue EOC growth at the Approaches level to maintain the state average, continue to grow at the Meets level to maintain our average above the district, and work toward meeting the state average. Focus on the Masters level, which would need to improve by at least 6% to match the district average.

EB students' Biology EOC scores need to at least maintain their current standard in Approaches, which matches the state, and continue to grow at the Meets level to close the gap (currently 8%) between campus and state scores. Masters level scores need to grow at least 6% to match the district scores.

For SPED students, Biology EOC scores need to continue growing their Approaches and Meets level scores, and focus on Masters level to prevent sliding backwards in growth (currently -1% change in scores from the previous year).

**Evaluation Data Sources:** EOC Scores, Common Unit Assessments, MAP, ACT, SAT, AP, T-TESS Teacher Evaluations

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue using backwards design lesson planning as a team to align instruction to the district CUA's, and plan for increased engagement, Gradual Release of Responsibility (GRR) and rigor. Develop CFA's as a department to assess progress along the way, and evaluate data protocols as a PLC with fidelity to learn from each other and plan meaningful interventions to spiral into lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will support the development of lessons that focus on the standards addressed in CUA's, and provide a foundation for data-driven decisions about how to effectively provide support and remediation for students struggling with those standards. It will also provide validity measure for the alignment of the curriculum across the other disciplines in math (problem solving) and English (word knowledge, analyze, evaluate, etc.).</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Lead Teacher, T-TESS Appraisers, CIS, Core Teachers, SPED Teachers</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Large group PLC's have included target alignment, Next PLC will be about analyzing targets and increasing rigor, other PD's planned by CIS.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Large group PLC's have included target alignment, increasing rigor, instructional strategies, other PD's planned by CIS.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Track and monitor the academic progress of all students in Science courses. Know their state testing history as a baseline for future expectations, goals, interventions and enrichment. Identify high performing students to recommend for advanced coursework, and provide interventions for those who are struggling. Highlight At-Risk students to watch (EB, SPED, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive more individualized instruction and assistance. Students will be able to attend targeted tutoring, and higher achieving students can be pushed even further.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Lead Teacher, T-TESS Appraisers, CIS, Core Teachers, SPED Teachers</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Plan is underway to use Interim STAAR data and district supplied spreadsheets to target specific students for interventions and supplemental instruction to ensure they show growth.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   No further progress yet.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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



**Performance Objective 5:** Increase the rigor of instruction in all Social Studies courses while maintaining the focus on improving the performance of all students.









US History: Continue EOC growth at the Approaches and Meets levels to close the gap between campus and district average. Focus on increasing Masters level scores so they can grow as well. The current gap between campus and district Masters level scores is 8%. Focus on the Masters level, which would need to improve by at least 8% to match the district average.

EB students' US History scores are higher than the district and state averages. Work to maintain that progress of growth.

For SPED students, US History scores need to improve significantly at the Masters level, as there has been a substantial drop in these scores compared to the previous year. Continue the growth at the Approaches and Meets levels.

**Evaluation Data Sources:** EOC Scores, Common Unit Assessments, MAP, ACT, SAT, AP, T-TESS Teacher Evaluations, Walkthrough Data



Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue backwards design lesson planning as a team to align instruction to the district CUA's, and plan for increased engagement, Gradual Release of Responsibility (GRR) and rigor. Develop CFA's as a department to assess progress along the way, and evaluate data protocols as a PLC to learn from each other and plan meaningful interventions to spiral into lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will support the development of lessons that focus on the standards addressed in CUA's, and provide a foundation for data-driven decisions about how to effectively provide support and remediation for students struggling with those standards.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Lead Teachers, CIS, Core Teachers, SPED Teachers</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Large group PLC's have included target alignment, Next PLC will be about analyzing targets and increasing rigor, other PD's planned by CIS.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Large group PLC's have included target alignment, increasing rigor, instructional strategies, other PD's planned by CIS.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Track and monitor the academic progress of all students in Social Studies courses by using CUA and CFA data. Identify high performing students to recommend for advanced coursework, and provide interventions for those who are struggling.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive more individualized instruction and assistance. Students will be able to attend targeted tutoring, and higher achieving students can be pushed even further.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, T-TESS Appraisers; Lead Teachers, CIS, Core Teachers, SPED Teachers</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Plan is underway to use Interim STAAR data and district supplied spreadsheets to target specific students for interventions and supplemental instruction to ensure they show growth.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   No further progress yet.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Integrate literacy into History instruction to support literacy efforts on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will support the development of reteaching those hard to teach TEKS and providing support for students in the remediation process.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director; T-TESS Appraisers, Lead Teachers, Administrators; Teachers; CIS</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Social Studies has been included in Central Texas Writing Project PD's.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Social Studies has been included in Central Texas Writing Project PD's.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	








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

**Performance Objective 6:** Increase post-secondary readiness as measured by College, Career and Military Readiness (CCMR) indicators, while maintaining the focus on improving the performance of all students. At least 88% of all SHS students will meet CCMR standards by the end of the school year.

**Evaluation Data Sources:** ACT, PSAT, SAT, AP, TSI, College Prep completion

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide parent and student education in advanced coursework to increase student participation and performance in advanced academic courses, and improve retention in those programs (Honors, AP, Dual Credit, STEM, and AVID). Use AVID-based strategies to support Activity Periods.</p> <p><b>Strategy's Expected Result/Impact:</b> SHS will graduate more college ready students.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Counselors, Teachers, AVID Coordinator, GEARUP</p> <p><b>Problem Statements:</b> Student Learning 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Advanced Course Night held, sent specific invitations to students who were identified by teachers as being capable of higher level work or scored very high on their BOY MAP tests.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>AVID collecting evidence of AVID-based strategies being used in classes around campus.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> AP teachers will attend Professional Development sessions to support higher level instruction and AP exam preparation to raise AP exam scores.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will support the development of higher-level thinking activities to push students to a higher level.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, CIS, Teachers, Counselors</p> <p><b>Problem Statements:</b> Student Learning 6, 7, 8</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p>N/A No progress yet. Plan to send teachers to APSI.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p>N/A No progress yet. Plan to send teachers to APSI this summer.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide off-campus opportunities for students in CTE courses, to include field trips and participation in CTE industry competitions. Replace old CTE devices to meet the needs of CTE students in the classroom and improve post-secondary readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers attending and successfully competing in industry competitions.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teachers, CTE Administrator</p> <p><b>Problem Statements:</b> Student Learning 8 - School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   FFA competitions have been held. New devices have been purchased for CTE classrooms.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   FFA competitions have been held. HOSA competition has been approved. New devices have been installed in CTE classrooms.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Provide professional development on and off campus for CTE teachers to empower them with the knowledge they need to enhance CTE instruction and help raise the number of industry certifications that count toward CCMR.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will support teachers in the development of higher-level thinking activities for those hard to teach TEKS and provide support for students in the classroom as they build their knowledge over content materials utilizing conceptual thinking for understanding.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teachers, Curriculum Director, T-TESS Appraisers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 8</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A No progress made yet.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> N/A No progress made yet.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Purchase instructional materials for AP classrooms to enhance instruction and prepare them for the AP exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher achievement on AP exams</p> <p><b>Staff Responsible for Monitoring:</b> T-TESS Appraisers, Curriculum Director</p> <p><b>Problem Statements:</b> Student Learning 6, 8</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Just got approval to purchase uWorld to help AP teachers prepare students for AP exams.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Purchased uWorld to help AP teachers prepare students for AP exams (English III, English IV, Psychology, Government, Economics). Teachers started implementing it in their classrooms 1/9/24.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>  </p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	



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

**Performance Objective 7:** Increase student achievement for Emergency Bilingual (EB) students by 5% to reduce the achievement gaps among students.



**Evaluation Data Sources:** TELPAS







Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> SHS will host parent informational workshops and meetings for parents of EB students. Topics will include strategies for how to help children at home to succeed academically, how to use the Home Access Center, graduation plans, and resources available to EB students and parents on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement and student support</p> <p><b>Staff Responsible for Monitoring:</b> EB teachers; Admin Staff, CIS</p> <p><b>Problem Statements:</b> Student Learning 5 - Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   EB Parent Education night held during the Hispanic Heritage Month celebration</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   EB Parent Education night held during the Hispanic Heritage Month celebration</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Supplemental tutoring offered in the EB lab. Additional support will be provided in the core content areas by providing additional EB resources such as bilingual dictionaries, supplemental materials, online programs, and other technology devices intended to support language acquisition and content area vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets will track the students attending tutoring in the EB Lab weekly; Students attending tutoring will demonstrate progress through their grades on progress reports and report cards throughout the school year. Students will meet Satisfactory Performance on their EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> EB T-TESS Appraiser, EB Teachers; Teachers</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Supplemental tutoring is offered daily in the EB lab, students are provided instructional resources as needed. Additional headphones for the lab were purchased.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Supplemental tutoring is offered daily in the EB lab, students are provided instructional resources as needed.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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:** Implement professional development programs which improve teacher growth and build staff capacity in the areas of Gradual Release of Responsibility (RR), differentiated instruction, improving content rigor, using research-based and high-yield instructional strategies. With these additional supports we should see growth in our Meets and Masters STAAR scores at the end of the year.

**Evaluation Data Sources:** This strategy will support teachers to the development of higher-level thinking activities for those hard to teach TEKS and providing support for students in the classroom as they build their knowledge over content materials utilizing conceptual thinking for understanding.





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide instructional support in a variety of educational settings while implementing research-based and high-yield instructional strategies targeted at individual students in need of remediation. Examples:</p> <ul style="list-style-type: none"> <li>Increasing Rigor</li> <li>At-Risk Strategies</li> <li>Cross-Curricular Instructional Strategies</li> <li>Generating &amp; Testing</li> <li>Hypotheses</li> <li>Instructional Planning</li> <li>Inquiry-Based Teaching</li> <li>Concept Mapping</li> <li>Reciprocal Teaching</li> <li>Promoting student metacognition</li> <li>Developing high expectations for each student</li> <li>Providing clear and effective learning feedback</li> <li>Teacher clarity (learning goals, expectations, content delivery, assessment results, etc.)</li> <li>Setting goals or objectives</li> <li>Higher-level questioning</li> <li>Setting Objectives</li> <li>Reinforcing Effort/Providing</li> <li>Recognition</li> <li>Cooperative Learning</li> <li>Cues and Questions</li> <li>Organizers</li> <li>Guided practice</li> <li>Concept sorting</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Higher quality instruction, teacher confidence, increased student success</p> <p><b>Staff Responsible for Monitoring:</b> Principal, At-Risk Coordinator, CIS, Curriculum Director</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Monthly Greywolf Academy with new teachers/CIS, Student Engagement Series of PD's held by CIS monthly.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Monthly Greywolf Academy with new teachers/CIS, Student Engagement Series of PD's by CIS monthly.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Organize purposeful Professional Development and collaboration through PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be involved in learning sessions during PLC, increasing teacher effectiveness and collaboration.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Lead Teachers, Curriculum Instructional Specialist, GEARUP</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Large group PLC's have included target alignment, Next PLC will be about increasing rigor,</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Large group PLC's have included target alignment, increasing rigor, instructional strategies.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </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 2:** Maintain a culture where our campus staff feel valued and appreciated through staff appreciation gestures, strengthening relationship and encouraging self-care. We should see an increased staff satisfaction rating on the end of the year surveys as a result.

**Evaluation Data Sources:** Staff Surveys

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue the faculty and staff club to honor faculty and staff on birthdays and school anniversaries, celebrate new family members, offer support during loss, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff involvement on campus, teacher retention, positive culture</p> <p><b>Staff Responsible for Monitoring:</b> SHS Faculty and Staff Club Sponsors</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Faculty Club has been established.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Inservice day breakfast buffet, grief gifts/cards sent, retirement celebration, ice cream bar, hot chocolate bar,</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Celebrate faculty and staff accomplishments at monthly staff meetings and throughout the month via email announcements, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members feel valued and appreciated</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Student Activities Coordinator</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Staff Member of the Month implemented, staff who attend events are celebrated via email, weekly appreciations hosted by a different department each week.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Staff Member of the Month continues, staff who attend events are celebrated via email, weekly appreciations hosted by a different department each week.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



No Progress



Accomplished



Continue/Modify











Discontinue

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

**Performance Objective 1:** Increase learning opportunities for parent and community members by providing at least two parent education events per semester, and advertising them on multiple platforms to increase attendance.

**Evaluation Data Sources:** Blackboard Connect, Facebook and Instagram posts will be used on a regular basis to inform parents of any events, distributions, or incidents occurring at SHS, evaluate participation records.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Increase parent awareness and involvement in academics through various means, such as informational videos/podcasts on the SHS website, Open Houses, Engagement Showcase Nights, Parent Education Nights, Course Selection, and Pre-Registration Parent Meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student and parent involvement at campus events.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal; SHS Counselors; SHS Student Activities Coordinator;</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Hispanic Heritage Celebration, EB Parent Night, Advanced Course Night, Trunk or Treat</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Christmas Blanket Drive, Nursing Home Visits, BOSS Mentorship Program, Academic Planning Fair participation, FAFSA Night, GearUp University, Community Thanksgiving Dinner, Christmas Meal, Parent Appreciation Nights at athletic events, community parade participation, Special Olympics volunteering, JROTC events on Fort Cavazos</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Promote attendance of community and parents at SHS by posting event information in various formats, utilizing all communication initiatives, such as the community newspaper, school website, school marquee Blackboard Connect, Facebook and Instagram. Foster community relations through publication of school events in the newspaper.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community, student and parent involvement at campus events</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Student Activities Coordinator; Administrators, CIS</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Use of monthly Smore newsletters and social media for advertising and sharing information.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Use of monthly Smore newsletters and social media for advertising and sharing information.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Utilize campus administrators and counselors as a resource for increasing involvement of parent and community partnerships (PTO, Principal's Advisory Council, etc)</p> <p><b>Strategy's Expected Result/Impact:</b> Student, Parent, Community involvement in PTO, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Administrators; Counselors</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>  N/A No progress yet.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  N/A No progress yet.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </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:** Build positive relationships between staff and students by implementing Restorative Practices campus-wide. This should result in a decrease of discipline referrals by the end of the year, in areas such as Insubordination, Disruption and Defiance.





**Evaluation Data Sources:** Surveys; Questionnaires;







Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue transition activities for new SHS students to assist in orienting the student to the school and promoting school pride. All new students receive a one-on-one tour with a Youth Services Project (YSP) member.</p> <p><b>Strategy's Expected Result/Impact:</b> Students feel more welcome at SHS, and make positive connections with students right away.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Campus Student Activities Coordinator; Administrators, Counselors</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Spirit days, YSP and Restorative Practices used</p> <p> 25%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Spirit days, YSP and Restorative Practices used regularly, positive referrals, PACK points, Students of the Month</p> <p> 50%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 2:** Shoemaker High School administration, staff, and campus police will work together to ensure order, safety, and discipline at all times on our campus in order to provide a safe and positive learning environment for all students and staff by increasing the effectiveness of the campus crisis management plan with fidelity. We will complete 100% of our campus safety audits and drills.

**Evaluation Data Sources:** Crisis Team After Action reviews; drill timer records; decrease in referrals and discipline incidents







Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Implement monthly internal lock down, external lock down, shelter in place, reverse evacuation drills and fire evacuation drills .</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of drills; Students and staff will execute the safety drill procedures accurately and in a timely fashion.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Staff</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Drills done monthly, monitoring of students, door checks, responding to issues immediately (ongoing)</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Drills done monthly, monitoring of students, door checks, responding to issues immediately (ongoing)</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> SHS will conduct a yearly safety audit, and provide safety supplies and equipment as needed to enhance the safety of all students and staff on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will communicate an awareness of safety procedures and protocols on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Safety supplies and equipment are ordered as needed.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Safety supplies and equipment are ordered as needed. Safety audit done by Region 12 this month (we passed).</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teacher duty stations before school, during lunches, and after school along with administrative staff to monitor the students.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff are visible throughout the building before school, during student lunches, and after school.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Staff</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Teachers and staff have duties as assigned.</p> <p> 25%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Teachers and staff have duties as assigned. Added teacher duties during PACK Time to monitor hallways for those who don't have a PACK Time class.</p> <p> 50%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </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 3:** Ensure accountability by tracking, monitoring and reporting 100% of student tardies.







**Evaluation Data Sources:** Student tardy records.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Maximize on-task instructional time through the implementation of a campus-wide tardy monitoring and tracking system by utilizing Hero software and Digital Scanning Equipment</p> <p><b>Strategy's Expected Result/Impact:</b> Less tardies, students receive more instructional time</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Administrators; Teachers;</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Staff members assign tardies and ID's as needed via Hero daily.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Staff members assign tardies and ID's as needed via Hero daily.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

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

**Performance Objective 1:** The Campus Improvement Plan will be addressed at 100% of the SBDM meetings to ensure goals and objectives are being met, and allow stakeholders to have input for the formative and summative reviews throughout the year.

**Evaluation Data Sources:** Shoemaker High School will annually review our campus performance through our campus committees to evaluate the implemented initiatives throughout the school year.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> The SBDM Committee will collaborate in the evaluation process of our Campus Improvement Plan quarterly. The committee will submit feedback to the campus on how well Shoemaker High School is accomplishing the goals and areas that have become a concern.</p> <p><b>Strategy's Expected Result/Impact:</b> The Committee through their feedback will help our campus continue to implement and assess the needs of the campus to ensure the school is focused on creating a positive educational experience for the students who attend Shoemaker High School.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal and SBDM Committee</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   SBDM has met monthly. CIP has been presented, updates reviewed, input gathered.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   SBDM has met monthly. CIP has been presented, updates reviewed, input gathered.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	