Killeen Independent School District

Early College High School

2023-2024

Mission Statement

Empower all students to achieve their potential.

Vision

Through positive relationships, rigorous content, and relevance, ECHS will empower all students so they can fulfill their potential in a diverse and global society.

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Demographics

Demographics Summary

ECHS is a school that is tearing down the demarcation lines of the 11 middle schools and traditional feeder patterns. We are a diverse group of scholars, staff, parents and stakeholders melding together two systems or structures-KISD and CTC. Our population is composed of families from Killeen, Nolanville, Ft. Hood and Harker Heights. We have families that are multi-generational and military families. ECHS is a great representation of our diverse community in that we are aligned with the demographics for KISD.

We are tearing down stereotypical cliches of the 4 main high schools and forging new partnerships and opportunities. ECHS is a school that is growing. ECHS began in the 2015-16 school year with 150 students at the CTC campus. Since then, the campus has grown to include students in 9th - 12th grades and enrollments currently stands at 1,048 students. We have a projected freshmen class of 340.   Throughout the school year as openings become available, students on the wait list or new to KISD have the opportunity to enroll at ECHS. All students have to apply for the program and the participants are chosen through a lottery process. Students' attendance is a privilege, not a right and they must maintain high standards to stay part of the program.

ECHS Demographics are as follows:

Federal Ethnicity	
Hispanic	33.74%
Indian	0.51%
Asian	5.01%
African American	27.91%
Pacific Islander	2.66%
White	19.22%
Two or More Races	10.94%

Gender	
Male	39.26%
Female	60.74%

Civilian on Post	73.93%
Military (Active)	26.07%

Special Programs	
504	14.83%
At-Risk (state)	45.40%
Dyslexia	5.01%
Homeless	0.61%
Immigrant	0.51%
LEP	7.06%
BIL	0%
EB Denial	0.72%
EB	4.50%
Title I	0%
Free/Reduced	50.82%
GT	10.12%
CTE	35.52%
Special Ed	2.76%
Resource	0.51%
Speech	0.20%

ECHS has a 45.40% at-risk population. According to our STAAR data, our at-risk population has a low percentage of students that are at grade level (79.46%) or master's level (26.49%). This percentage is an area that we will need to focus on through extrinsic and intrinsic methods. This high percentage of at-risk students is an area that the innovative climate of ECHS will focus upon to make sure that they are afforded every opportunity for success. If the students had the faith and belief to become part of the ECHS, we need to utilize our small teacher/student ratio, AVID, advisory and academic lab strategies, grade level pastoral meetings, and transitional strategies to fill in the gaps in learning and build up self-belief and confidence. This year the district is providing an at-risk counselor and teacher which will add another layered service for our at-risk students. We also have a strong Communities in Schools and GearUp presence on our campus to assist with the pastoral needs of our most at-risk. Their services have proved invaluable.

As we continue to expand our school on the two separate campuses and meld our ECHS students into full-time CTC classes on the campus, we will occupy the Shoemaker Building and part of Eagle Hall. We will use the AVID and PATH classes to support ECHS students through their CTC classes to assist with the transition between the 10th and 11th-grade years. We will continue to work with an academic advisor from CTC that will help our students not only transition to CTC, but to the four-year university system. We will bridge the physical distance between the two campuses by forging visits and links with CTC. We will do that through Fast Track with CTC, ECHS bridge camp to include AVID training, TSIA testing and tutoring, The AVID and PATH classes, and a mentor program between the current ECHS students and our CTC and Ft. Hood campuses. Also, we have created a CTC and Ft. Hood mentor program that was cut short in the 20190-2020 school year by COVID-19, but we will continue to grow the program to include middle and elementary schools. We have a vibrant Communities in School program that is invaluable to servicing the needs of our most at-risk.

We consistently attempt to utilize our Adopt-A-School unit to build a strong relationship with our military partners on post.

Demographics Strengths

ECHS has many strengths:

- Ethnically and socio-economically diverse student population that represents a true cross-section of our community.
- Smaller student-to-class size ratio.
- Tutoring and Mastery Program.
- 100% of students participating in Honors, Dual Credit, and AVID programs.
- ECHS is building a culture of student success that breaks down our population's quantitative labels.
- All students will be assigned an advisory/homeroom teacher.
- All students receive embedded tutoring, academic lab, and structured AVID tutorials through the master board.
- High Parent Involvement/Commitment: Newsletters sent to parents, weekly emails sent to parents about performance and needs, whole school parent/teacher conferences, and parent boot camps.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There exists a multiple campus atmosphere between the Ft Hood Campus and the CTC Campus. **Root Cause:** There will be 487 seniors and juniors at the CTC campus with 650 sophomores and freshman at the Fort Hood campus.

Problem Statement 2: At-risk students at ECHS underperformed at the Meets and Masters Level in all EOCs. **Root Cause:** Campus instructional leaders do not consistently communicate and model instructional expectations to teachers and give teachers the opportunity to practice. Instructional leaders and teachers do not consistently track the progress of struggling students and the effectiveness of these intervention strategies.

Student Learning

Student Learning Summary

A high percentage of students successfully passed the STAAR EOC in all subjects and ECHS met the 2022 goal of narrowing the gap between approaches and meets grade level. Upon further investigation of the state data, it was noted that there is a gap between the meets and masters grade level standard. One goal of ECHS is to increase EOC scores where more students are scoring at the masters grade level, and our faculty and staff are working together to target areas of improvement that will help close the gap between meets and masters.

There is also a gap in the EB student achievement in STAAR EOC English I and II and US History in the MEETS category. In 2022, EB students scored 13% below the average for all students on the English I and 28% below the average for all students on the English II; for US History, 30.86% scored below average.

ECHS STAAR	APPROACHES 2021	APPROACHES 2022	APPROACHES 2023	MEETS 2021	MEETS 2022	MEETS 2023	MASTERS 2021	MASTERS 2022	MASTERS 2023
Algebra	85.84	94.31	94%	47.79	75.09	63%	15.04	51.96	31%
English I	94.34	93.36	95%	83.02	83.03	85%	17.36	19.56	25%
English II	95.82	96.72	98%	84.1	92.21	90%	12.97	12.30	19%
Biology	98.48	98.14	98%	82.89	81.90	81%	39.92	43.10	40%
US History	98.8	99.28	100%	88	91.37	87%	50	52.16	45%

The Texas Success Initiative (TSI) exam changed in the Spring of 2021 to the Texas Success Initiative Assessment (TSIA), which combines the reading and the writing into one exam. Math is still included but did not change. Ensuring that ECHS students meet the TSIA requirement is a top priority for the campus, as our PATH, English and Math departments work together to ensure students successfully pass this exam.

TSIA Data	Class of 2026	Class of 2025	Class of 2024
TSI Complete	16%	48%	65%
TSI Math Complete	22%	49%	69%
TSI ELAR Complete	31%	78%	82%

The TSIA exam continues to be a requirement for students to enroll in specific courses at CTC in the 10th, 11th, and 12th grade year. During the 2021-2022 school year, a CTC course that requires students to pass the TSIA ELAR was offered at the 10th grade year (US History) and 50% of the sophomores took this course. This required us to shift our focus on the reading and writing test predominately during the freshmen year. The TSIA Math test is predominately Pre-calculus and Algebra 2 in addition to many eighth grade skills, and our scholars typically do not complete until the end of their junior year. However, CTC administration notified the ECHS campus that all students have to attempt all parts of the TSIA in order to enroll in any course. Because students must attempt the math test, but not necessarily pass, all students have until mid-July of the summer before their senior year to become TSI complete in math. The math department at ECHS has taken the lead on providing our students with math remediation for the TSIA Math test and the math lab at CTC has proven to be effective for our 11th graders to prepare for the TSIA. Due to student gaps in learning from COVID-19, student remediation and interventions in the classroom is a priority and the number who have not passed has increased. In 2022, campus and district administration decided to make taking the TSIA ELAR a requirement as part of the recruitment process with opportunities during the summer to take the exam.

PSAT: Killeen ISD elected to only have 11th grade students take the PSAT exam this school year across all campuses. Students also have the option to take the PSAT exam on their own at a testing center.

ACADEMIC AWARDS: 39% of all freshmen, 66% of all sophomores, 46% of all juniors and 36% of all seniors met the requirements for District Academic Awards. 40% of all seniors met the GPA requirements for the National Honor Society.

LION'S PRIDE: ECHS continues to recognize students that are exceeding academic expectations through the Lion's Pride award. In the Spring of 2023, students were evaluated after the 2nd and 3rd nine weeks. Students receiving an A in all classes were given a Lion's Pride pass allowing them to choose common areas during tutorials to work on their assignments. After each nine weeks, the number of Lion's Pride recipients improved.

MANDATORY TUTORIALS: Student grades were monitored weekly. Students failing any class were required to attend tutorials with those classes throughout the week and could not utilize optional areas such as the gym or library.

ACADEMIC REVIEW PROCESS: Student grades are evaluated at the end of each marking period to determine how students are progressing academically. Students that fail 3 or more core classes at each semester are either placed on academic probation or go before an academic review committee to determine if ECHS is an academic fit for the student. One of the main goals of the campus is to ensure students graduate high school, and if a student falls behind in their classes, they will not be on track to graduate from ECHS.

EDGENUITY/PATHWAYS: Students struggling to pass graduation requirement classes were given the opportunity to enroll in the District's Edgenuity program. This allowed ECHS students to continue with their enrollment at ECHS rather than returning to their home campus. For students who fell behind in credits, Pathways was offered as an alternative. Five students graduated from Pathways during the

2022-2023 school year.

Student Transition to High School: According to recent research, when students transition from middle school to high school, they struggle with the added responsibilities that are required of them, both academically and socially. In the case of Early College High School, the level of expectations from students is higher, compounding the difficulty in transitioning not only to high school but also the collegiate setting. In the 2022-2023 school year, the number of failures for incoming ninth grade students fluctuated each marking period for several reasons. For marking period one, 40% of ninth graders failed one or more course. In marking period two, 39% of ninth graders failed one or more course. Overall, 29% of ninth graders failed one ore more classes for marking period four and 21% of ninth graders failed one or more classes for the school year. To combat the learning gaps, teachers continued to adjust their units and lessons to close the gap during the 2022-2023 school year, teaching foundational skills needed for the high school courses.

Bridge Camp: In order for incoming freshman to succeed in the rigorous environment of ECHS, it is necessary that they be exposed to the academic expectations of the school so they can be prepared. Th bridge camp will create in them the mindset necessary to be academically successful thus reducing the number of freshman failures by 5% at the first grade check. A bridge camp will be the first step in addressing the transition for students so that they can begin to develop a collegiate mindset and prepare for the Early College High School culture. Required by TEA, this bridge camp will address academic readiness and achievement gaps and build a culture of collaborative learning through team-building activities.

Transition to CTC: A second transition concern was our tenth grade to eleventh grade transition from the Fort Hood campus to the CTC campus. Through the review of academic and attendance data, ECHS noticed the trend of students failing multiple classes in KISD and CTC courses. Campus administration reviewed the data for the Class of 2021, and in the 2018-2019 school year (10th grade year), only .8% of students failed one or more of their CTC courses. In the 2019-2020 School Year, 32% failed two or more courses and 90% of the 32% failed two or more of their CTC courses, causing them to attend summer school for remediation. When looking at attendance data, students' absences with 10 or more increased from 20% to 28%. Attendance for all incoming juniors was tracked through the eSchool program, which was not always an accurate reflection as the CTC professors are not required to take attendance after 10:30 am. For the 2022-2023 school year, 36% of 11th grade students and 32% of 12th grade students failed one or more classes, which included dual credit courses. English III and U.S. History dual credit courses is where students struggle the most, with 19% of 11th grade students failing English III dual credit and 14% of 11th grade students failing U.S. History dual credit.

 Academic concerns: Based on data from this school year, students were asked to rate their level of stress at school, home and relationships. 72% of the total students surveyed stated that out of the three, school stresses them out the most. Their comments included they were discouraged about their low grades compared to the previous school year and they worried about staying at ECHS and graduating on time. Students at the CTC campus also stated they were stressed about their college classes and getting removed from the CTC program. This influences our sub-populations, such as At-Risk, ESL and Economically Disadvantaged, as students attempt to juggle life as a high school and college student. These students need additional support, so they maintain their status at Early College High School and successfully graduate high school while obtaining their associates degree.

Dual Credit Courses: At Early College High School, faculty and staff not only provide the content knowledge students need in each course, but also the transferable skills needed to be successful in and out of the classroom. Yet, some students struggle academically with the pace and rigor of dual credit courses. While the percentage of students failing dual credit courses has decreased since the 2020-2021 school year, we still see trends of academic struggles with dual credit courses. For the 2022-2023 school year, 15% of the 11th grade students failed one of their dual credit courses and 19% failed two or more of their dual credit courses, which caused them to either attend summer school for recovery and/or be academically be suspended from CTC. For the 10th grade students, 8% failed one or more of their dual credit classes.

College and Career Readiness Over the last two years, Early College High School has shifted from a one-size fits all high school graduation plan to a more diverse, academically enriching plan to meet the needs of our students. In order to provide student with exposure to college, career and military readiness courses in the 2019-2020 school year, Early College added two CTE courses, Dollars and Sense and Computer Science and CTC allowed seniors the opportunity to take ROTC. In the 2020-2021 school year, ECHS added Global Business, Career Preparation, Anatomy and Physiology, and offered students a variety of dual credit elective choices through the MOU with Central Texas College. For the 2023-2024 school year, more dual credit courses will be added to the MOU and more high school CTE courses will be offered. ECHS will continue to review courses and opportunities for students to engaged in CTE courses.

Advanced Placement (AP) Courses: Since the doors opened in 2015, one of the goals of ECHS was to provide rigorous lessons to our students to assist in learning the content, develop transferrable skills, and set a path for success in dual credit courses. As ECHS and the blueprint have evolved, so have the types of courses that are offered. In 2018, ECHS began to expand their courses into the AP realm, with the addition of AP World History, Spanish IV, and Calculus for incoming 9th graders. Currently, ECHS offers the following AP courses: World History, Human Geography, Art 2-D Design, Psychology, Biology, English Literature IV, Chemistry, Spanish IV, Spanish IV, Calculus, and Pre-Calculus.

Over the last 5 years, ECHS has seen some success in the AP program. However, in the last 2 years, the campus has plateaued with the number of students receiving a 3 or better on an AP exam.

	2019	2020	2021	2022	2023
Total AP Students	111	136	217	178	178
Number of Exams	111	138	241	189	190
AP Students with Scores 3+	25	47	53	57	56

	2019	2020	2021	2022	2023
% of Total AP Students with Scores 3+	22.52	34.56	24.42	32.02	31.46

ECHS administration and teachers will continue to strive to provide students in our AP courses the level of rigor needed to be successful on their exam and implement skills through the course that can be utilized in and out of the classroom.

Student Learning Strengths

- ECHS STAAR, PSAT and TSI results are listed above.
- The evolution of the PATH program to get students college ready through TSI, PSAT, STAAR and higher level thinking strategies that are based on individual student need.
- Professional Development
- Students and staff have created a culture in which all students want to succeed and work together to help all succeed.
- Students are motivated to do their best and this is reiterated inside and outside the classroom with high parent support and involvement
- Great support and collaboration with CTC.
- Cross curricular alignment.
- Cross Curricular matrices and rubrics incorporating WICOR.
- Excellent support and guidance from district personnel.
- Instructional technology
- Loaner laptop system

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The EB student group scored below the average of the All Student group on the English I and English II EOC Exam. **Root Cause:** ELAR teachers were not trained in the Sheltered Instruction Observation Protocol (SIOP) and were supported by a half time ESL certified teacher.

Problem Statement 2: STAAR EOC results reflect that the following percentages of ECHS students are at the Masters Grade Level: 31% in Algebra I, 25% in English I, 19% in English II, and 40% in Biology, and 45% US History **Root Cause:** The use of common assessments based on the essential knowledge and skills did not adequately measure Webb's DOK levels 3 and 4 for mastery.

Problem Statement 3: According to TSI data, 31% of 2022-2023 11th grade students still need to pass the math portion of the test. 22% of the 2022-2023 10th grade students need to pass the ELAR and 51% need to pass the math. **Root Cause:** The instructional leadership team does not meet regularly to focus primarily on student work and formative data.

Problem Statement 4: In 2022-23, 29% of 9th grade students failed one or more of their classes at end of the 4th marking period. Overall, 21% of 9th grade students failed for the school year. **Root Cause:** Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).

Problem Statement 5: In a survey of students, 71% stated that school is more stressful than home life or their relationships. **Root Cause:** Administrators, counselors and teachers

do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).

Problem Statement 6: For the 2022-2023 school year, 10% of all 11th graders failed to achieve 70% or better in at least one of their college English classes this year. **Root Cause:** Reading interventions used to help students in 10th grade pass their TSI are not continued in 11th grade to support curricular demands.

Problem Statement 7: For the 2022-2023 school year, 11% of all 11th graders failed to achieve 60% or better in at least one of their college history classes this year. **Root Cause:** High stakes grading structure of college courses (4 exams and an essay) does not translate to the prescribed high school model students are familiar with.

Problem Statement 8: For the 2022-2023 school year, 64% of our 10th and 11th grade students identified as at-risk failed one or more of their KISD and/or college level courses. **Root Cause:** During the COVID-19 quarantine and virtual learning, students struggled with the transition to in-person learning due to gaps in learning and social-emotional factors.

Problem Statement 9: Students are not fully exposed to college, career and military readiness courses. **Root Cause:** ECHS traditionally provided students with a set graduation plan for all students with no variety to meet individual student needs.

Problem Statement 10: 68.54% of students enrolled in AP courses failed to score a 3 or higher on their AP exam for the 2022-2023 school year. **Root Cause:** Campus administration and AP teachers have not determined how to successfully implement the AP program and provide interventions for students.

School Processes & Programs

School Processes & Programs Summary

ECHS curriculum is steeped in a rigorous, but innovative and collaborative philosophy toward student success. Our goal is to make the curriculum relevant to our students' educational experiences. In our last survey, 46% of students and 50% of parents felt that teachers show students how lessons relate to life outside of school. As our students transition to CTC and four-year universities or the world of work, it is imperative that we make real-world connections through the curriculum. Many of our students have relayed in-classroom feedback forms that the information they are learning is not relevant to real-world experiences.

ECHS curriculum philosophy is based on the AVID and WICOR philosophy as well as the teaching philosophies of Dr. Tate, Hattie, Dr. Blackburn, Growth Mindset, DuFour, KISD LEARN Model, and college readiness. TSIA and college readiness are benchmarks that we work toward in all classes, but especially in PATH and AVID. All students take the PSAT/SAT in October and March and have multiple opportunities to take the TSIA which we use as an assessment tool to find strengths and weaknesses of students and to adjust curriculum strategies accordingly for each student.

Each grade level is designated an assistant principal and counselor who work with students on both behavioral and academic needs. ECHS also employs an At-Risk Counselor and At-Risk Teacher to support all grade levels. Of the students that failed a year-long course in the 2022-2023 school year, teachers reported that the main causes of student failures were due to students not turning in classwork, not availing of tutorial opportunities, and lacking organizational and study skills.

All teachers participate in pastorals (pastoral- social/emotional/discipline) as a year group and then attend PLC as departments and contents. The AP and CIS will be the curriculum leaders for their teachers and will be active and vibrant leaders for that year group. All lesson plans will be turned into the Lead Teacher, CIS, and AP by unit. All departments will be steeped in the DuFour PLC philosophy and will have common formative and summative assessments. All departments will work on cross-curricular projects to increase student success.

ECHS teachers are continuously learning to utilize data to drive their planning and instruction. Through PLC content and department team meetings, teachers discuss lesson design, implementation of interventions, and data from common formative and summative assessments. Lead teachers in core subjects work with the administration team to aid educators in curriculum and instruction. Due to the unique and often challenging bell schedule, teachers lose on average of 20 instructional periods throughout the year, therefore, causing teachers to prioritize instructional strategies. Departmental team planning will help ensure that teachers utilize their class time wisely throughout the school year and provide students with the skills necessary for their content.

ECHS employs faculty and staff that are interested in working within a rigorous academic community. By providing our staff with a positive professional learning community, they quickly become immersed in the culture of the campus and develop their "Lion Pride." ECHS administration ensures that the faculty are provided frequent, embedded professional development opportunities as well as off-campus opportunities to help them grow as educators, targeting areas in which our teachers feel they need the most support. As we are a student centered campus, we are also a teacher-centered campus in that we ensure the professional growth of our staff and provide opportunities for teachers to become involved.

Through SBDM and Lead Teachers, many concerns come from parents who are not properly informed of the expectations of the ECHS program. During the 2021-2022 school year, ECHS implemented grade level Parent Boot Camps each semester, designed to inform parents of upcoming assignments per content and how to better assist their child with the many challenges that can be faced while at ECHS. During the 2022-2023 school year, parent attendance was low across all grade levels for Parent Boot Camp. In a recent survey of teachers, the two primary methods of communication were 70% via Schoology directly with the student and 78% via Teacher Access Center directly with the parent. For the 2023-2024 school year, ECHS will begin to target marketing and communication with parents about Parent Boot Camps to ensure that we mitigate misunderstandings and propagate parental involvement in the processes.

Through teacher appraisal data, it is evident that teachers struggle with differentiation, especially with extension for advanced learners. For struggling learners, we have implemented embedded tutorials and interventions into the school day. In a survey of students, 85% of students felt that mandatory interventions were helpful, and 66% felt that open tutorials were helpful. In the 2021-2022 school year, we implemented Power Hour (an initiative to incorporate clubs, intramurals, tutoring, interventions, and lunch all during a designated time during the day) in an effort to increase the intentionality of that time. We continued with Power Hour for both campuses for the 2023-2024 school year. Utilizing the DuFour Model, our instructional staff answered four questions when creating their unit and lesson plans: What do students need to learn? How will we know when students have learned it? What do

we do for the students that aren't getting it? What do we do for the students that do get it? While our faculty flourishes in the first two areas, the differentiation for students that already learned it, as well as how to implement successful tutorials seems to be an area where more professional development is needed, both for use within the classroom and during Power Hour.

At ECHS, all teachers are required to sponsor a club at both the Fort Hood and CTC campus. These clubs are designed to provide our students with an extracurricular and creative outlet and provide the traditional high school experiences. Clubs are developed by students with teacher guidance and are student-led. Due to COVID-19 safety measures, limited club options were available to students, but the 2021-2022 school year will offer even more club choices, more frequently, with the implementation of Power Hour. Organizations such as Student Council National Honor Society are also activities students can participate in, in addition to their club(s) of choice. As the campus grows, ECHS is determined to provide students with extracurricular outlets that meet their needs.

Through the COVID-19 pandemic, mental health and self-care have been a top priority for students. However, teachers and staff also need to ensure they take care of their social and emotional well-being too. According to a recent study done by the CDC Foundation (2021), the found the following:27% of teachers self reported symptoms consistent with clinical depression and 37% self reported symptoms consistent with generalized anxiety; 53% of teachers say they are thinking of leaving the profession more now than they were before the pandemic (February 2020), and 19% of teachers started or increased alcohol use to deal with stress during the pandemic. In the fall of 2020, Killeen ISD created a self-care committee comprised of a variety of staff across the district. Their mission is to promote the health and well-being of KISD staff and those we serve, and a representative from ECHS sits on the committee. This is a great step in the direction of not only helping our students but also identifying staff needs on each campus. ECHS Campus administration recognizes that more can be done, as an increase in employee absenteeism was noted. While stress and frustration are not officially reported when a teacher requests time off from work, many times the staff member would talk with their supervisor about their worries. ECHS will continue to monitor students and staff to ensure their personal needs are met and we move forward as a campus.

School Processes & Programs Strengths

- Focus and belief in Student-Centered Instruction.
- The vast majority of classes are PAP, AP, and Dual Credit.
- Participation in whole-school, academic and pastoral PLCs.
- Support systems such as AVID and PATH, embedded tutoring, Mastery policy, AVID tutorials, mentors, and Communities in Schools.
- Restructuring of PATH class to become STAAR, PSAT, and TSIA curriculum and intervention.
- Use of CTC Student Services and tutoring support.
- Creation of Interactive learning spaces in the library.
- Learning Pods across the school for students to work on projects.
- Curriculum Team created to include the administration, counseling, and teacher leaders to meet twice a month to break down data and ascertain the direction of the curriculum and needed resources, interventions, and support.
- Vertical alignment with CTC departments.
- Student loaner laptop library.
- All teachers are trained in AVID strategies to ensure continuity across the curriculum.
- High expectations for all in lesson planning and sound pedagogy in the classroom.
- All teachers turn in lesson plans based upon Dr. Tate and the WICOR strategies from AVID.
- Implementation of Power Hour
- Strong campus culture to assist with mental health issues for students and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students feel that teachers do not relate learning to real-world experiences   **Root Cause:** Many of our teachers strive to ensure students are college ready by

their junior year by providing rigorous and engaging lessons, but they lack the skills to relate continuously throughout the unit. This is due to leadership not routinely reviewing lesson plans, providing feedback, or holding teachers accountable for implementing the feedback.

Problem Statement 2: According to T-TESS data, 96% of the faculty scored at proficient or lower in differentiation, dimension 2.4.   **Root Cause:** Faculty focuses their differentiation strategies towards remediation and not advancement.

Problem Statement 3: Parents of ECHS students do not fully understand the expectations of ECHS as well as the various components that not only make this campus different from other high schools, but also different from middle schools.   **Root Cause:** The bulk of communication regarding the unique demands of the campus is done through parent nights during the recruitment phase.

Problem Statement 4: Students and staff continue to suffer from mental health issues during the COVID-19 pandemic and post quarantine.   **Root Cause:** Campus administration and support personnel do not have the resources to assist our teachers and staff in mental health and self-care.

Perceptions

Perceptions Summary

ECHS is developing a culture and climate based upon RIGOR, RELATIONSHIPS and RELEVANCE. We are forging an innovative approach to reach our students intrinsic and extrinsic learning through breaking down middle school groups to forge a new ECHS identity.

Our students are from 11 middle schools, with a 50.82% free and reduced status, 45.40% at-risk and 26.07% active military populations. We want to strip away all quantifying factors of categorization and create a melded family environment in which diversity, acceptance, respect and connection to their community is paramount so that our students have the greatest environment in which to succeed inside and outside the classroom.

Diversity and culture are recognized on the campus. The ECHS Student Council and Student Events Committee organize a yearly multicultural night, highlighting the many cultures that exist within our campus. These organizations, as well as our campus staff, ensure that cultural awareness is promoted throughout the school year by recognizing and celebrating the many contributions that various cultures have provided to society. Yet, culture is not fully integrated into lessons and our staff have not been provided training to assist them in understanding the different cultures and how that affects individual student learning.

Student safety is a priority at ECHS. Leadership and staff have created safety manuals for staff and practice safety drills monthly. Administrators also work with Fort Hood police to ensure that a Resource Officer checks in and patrols the outside of the campus for any safety concerns. There are a lack of supplies that are needed for safety and ECHS administrators seek out every avenue to secure these resources. Through the site-based decision making committee, parents and community members have brought forth concerns about safety due to the campus not having a full time resource officer. These same stakeholder have addressed that not all students feel safe at ECHS at both campuses.

Our culture and climate has been one of inclusivity of our campuses by holding several activities and events on both campuses. Events to include: Friday Night Lights, Homecoming Dance, Drama Club Production, Spring Festival and Combined Fridays. Our students are also included in multiple CTC Fine Arts events such as: Speaker Showcases and Drama Productions.

We have strong links with parents through communication through emails, website and phone calls. We have hosted guest speakers, another successful Multicultural Night, and have increased our fundraising throughout the community by 100%. Parental presence, to include volunteers, on campus is low. To grow this area, we plan to start a PTSA and a parent/guardian volunteer program this coming year.

Perceptions Strengths

Over half of the student population feels that culture and diversity is a priority among staff.

Students and parents feel involved with the school.

An overwhelming majority of students feel safe at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus lacks a strong presence from parental stakeholders.   **Root Cause:** There is no PTSA or volunteer program to date.

Problem Statement 2: According to the concerns from the SBDM committee, not all students feel safe at ECHS.   **Root Cause:** School safety is a priority at ECHS, but safety drills need to mirror actual real-life scenarios and not just followed as they are written.

Goals

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

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, 80% of tested students will meet or exceed the Level II Standard and 40% will meet the Postsecondary Readiness Standard as measured by STAAR/EOC in English I, Algebra I, Biology I, English II, and US History by May 2028.

    Evaluation Data Sources: Level II Phase-in I and Level II Final Performance on STAAR / EOC Exams

Strategy 1 Details

Strategy 1: All teachers will be trained in AVID strategies. AVID curriculum will help prepare AVID students to be successful in Honors and Dual Credit classes.
    Strategy's Expected Result/Impact: Certification of all ECHS teachers to be AVID trained.
  Improved student achievement in all areas of academics.
    Staff Responsible for Monitoring: AVID District Coordinator
Principal
Assistant Principal
AVID Campus Coordinator
 	
    Problem Statements: Student Learning 5, 9 - School Processes & Programs 1

Strategy 2 Details

Strategy 2: All core teachers will have mandatory and built in tutoring for students Monday-Thursday. Additional tutoring will be offered twice a week.
 	
AVID Tutorials will be implemented twice weekly through the AVID class.
    Strategy's Expected Result/Impact: Track student attendance within HERO. Track student success on formative and summative grades and EOC exams.
    Staff Responsible for Monitoring: Principal
AVID Teachers
AVID Coordinator
Assistant Principals
Curriculum Director
 	
    Problem Statements: Demographics 2 - Student Learning 4, 8 - School Processes & Programs 1

Strategy 3 Details

Strategy 3: At-risk students will receive small group tutoring 3 times per week in core subjects that will target content knowledge and CCMR readiness skills.

Strategy's Expected Result/Impact: Track student attendance with HERO. Track student success on formative and summative grades and EOC exams. Proactive reflection and increased knowledge of college ready skills in reference to plagiarism and being college and TSIA ready.

Staff Responsible for Monitoring:
Principal
CIS
Teachers
Counselors
Assistant Principals

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 3, 4, 5, 8

Funding Sources: Schmoop RtI Software for At Risk Tutoring - 166 - State Comp Ed - 166.11.6299.OL.013.24.AR0 - $5,000, Instructional Resources for At Risk Tutoring - 166 - State Comp Ed - 166.11.6399.00.013.24.AR0 - $5,000

Strategy 4 Details

Strategy 4: Track and monitor the performance of at-risk, EB and SPED students to better help them succeed on the EOC tests.

Strategy's Expected Result/Impact: Quantitative data will provide areas of greatest need to be addressed through tutoring and other forms of intervention.

Staff Responsible for Monitoring: Principal
CIS
Counselor
Teachers
Assistant Principals

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1, 2, 4, 8

Strategy 5 Details

Strategy 5: Assess and diagnose student learning gaps towards TSIA college entrance requirements to provide differentiation, interventions, and remediation.

    Strategy's Expected Result/Impact: Increased TSIA completion results

    ECHS students make transition to CTC campus.

    Staff Responsible for Monitoring: Administration

    Counselors

    PATH Teachers

    Teachers

    Problem Statements: Student Learning 3

Strategy 6 Details

Strategy 6: Teachers will create a literary magazine/yearbook where writing will be published.

    Strategy's Expected Result/Impact: Literary magazine/ yearbook increased student writing achievement.

    Staff Responsible for Monitoring: Principal

    Yearbook Sponsor

    Creative Writing Sponsor

    Problem Statements: School Processes & Programs 3 - Perceptions 1, 2

Strategy 7 Details

Strategy 7: Create professional development opportunities for teachers to attend the Advanced Placement Institutes and any training/conferences to enhance the learning at the appropriate level of rigor for the gifted students.

    Strategy's Expected Result/Impact: Increase teacher preparation for AP courses.

    Increase rigor for each course taught.

    Staff Responsible for Monitoring: Principal

    Curriculum Director

    TEA Priorities:

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

    Problem Statements: Student Learning 9 - School Processes & Programs 1

    Funding Sources: Professional Development - 177 - Gifted/Talented - 177.13.6411.00.013.21.000 - $10,000

Strategy 8 Details

Strategy 8: ECHS scholars will be exposed to a variety of college opportunities through our AVID program by attending college days in-person or virtually, investigating colleges of interest to determine degrees offered, and attending college fairs in-person or virtually.

Strategy's Expected Result/Impact: Students in the GT program or identified as At-Risk will visit multiple college campuses through their 4 years at ECHS

Staff Responsible for Monitoring: Principal
Assistant Principals
AVID Coordinator
GT Coordinator
At-Risk Counselor

TEA Priorities:
Connect high school to career and college
 - **Additional Targeted Support Strategy**
Problem Statements: Student Learning 9 - School Processes & Programs 1
Funding Sources: Student Travel - Bus - 177 - Gifted/Talented - 177.11.6494.00.013.21.000 - $5,000

Strategy 9 Details

Strategy 9: All students in grades 11 will take the PSAT exam and the data will be utilized to assist teachers with planning and implementation of rigorous instruction.

Strategy's Expected Result/Impact: Increase in overall PSAT scores. PSAT for 11th Grade will serve as a quantitative benchmark for future analysis.

Staff Responsible for Monitoring: Principal
Counselor
Teachers

Additional Targeted Support Strategy
Problem Statements: Student Learning 3, 4, 8

Strategy 10 Details

Strategy 10: Saturday Academy and after-school tutoring sessions will be provided for at-risk and ESL/ELL students who are struggling academically in the four core subject areas.

Strategy's Expected Result/Impact: Track student attendance with sign in sheets. Track student success on formative and summative grades and EOC exams.

Staff Responsible for Monitoring: Principal
Assistant Principals
Teacher

Problem Statements: Demographics 2 - Student Learning 1, 4, 5, 6, 7, 8
Funding Sources: Saturday Academy and After School Tutors for ELL Students - 165/ES0 - ELL - 165.11.6118.CA.013.25.ES0 - $1,000, Saturday Academy and After School Tutorials for At-Risk Students - 166 - State Comp Ed - 166.11.6118.CA.013.24.AR0 - $1,000

Strategy 11 Details

Strategy 11: ELA teachers will incorporate best practice, research-based instructional strategies in classes to include use of scaffolding, reinforcing metacognitive skills, using data to determine student strengths and areas of improvement, and providing one-on-one conferences with students that help determine reading and writing skill improvement. Data will be used to plan lessons at the appropriate level of depth and complexity for all ELA TEKS.

Strategy's Expected Result/Impact: Increased number of students passing English and the English I & II EOC exams.

Proactive reflection and increased knowledge of college ready skills in reference to plagiarism and being college and TSI ready.

Staff Responsible for Monitoring: ELA Teacher Leader
Curriculum Director

Problem Statements: Demographics 2 - Student Learning 4, 6, 8

Strategy 12 Details

Strategy 12: At-risk students in reading classes will be provided with additional support in a variety of ways, to include differentiated instruction in reading comprehension, preparation in college and career readiness skills needed for graduation, and tutorials during and after school and on weekends to address academic gaps and instructional needs.

Strategy's Expected Result/Impact: Increased number of at risk students passing English and the English I & II EOC exams.

Proactive reflection and increased knowledge of college ready skills in reference to plagiarism and being college and TSI ready.

Staff Responsible for Monitoring: ELA Teacher Leader
Curriculum Director

Problem Statements: Demographics 2 - Student Learning 4, 6, 8
Funding Sources: Reading materials for use with At Risk students - 166 - State Comp Ed - 166.11.6329.00.013.24.AR0 - $1,000

Strategy 13 Details

Strategy 13: Implement organization strategies as an effective instructional strategy in classroom, focusing on ELL students.

Strategy's Expected Result/Impact: Decrease the achievement gap for all ELL students by 10% on STAAR EOC assessments

Staff Responsible for Monitoring: Principal
ESL Teacher
All Core Teachers
PATH/AVID Teachers

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Strategy 14 Details

Strategy 14: ESL lab will employ language learning software, conduct EOC Tutoring, and use EOC Study Supplies and differentiation tools to address the individual learning needs of ELL students. This software should strengthen ELL reading and writing skills that are needed across all contents.

Strategy's Expected Result/Impact: Decrease the achievement gap for all ELL students by 10% on STAAR EOC assessments.

Staff Responsible for Monitoring: Principal
ELL Teacher
CIS
All Core Teachers

Problem Statements: Student Learning 1

Funding Sources: Instructional Supplies for EOC Tutoring and Differentiation for EB Students - 165/ES0 - ELL - 165.11.6399.00.013.25.ES0 - $790, Online Supplemental Language Learning Software for EB students - 263 - ESEA, Title III Part A - 263.11.6299.LE.013.25.000 - $210

Strategy 15 Details

Strategy 15: ECHS will add CTE Courses to its program and will be available to students to ensure they know how to successfully navigate college, career and military readiness after high school. ECHS will also provide opportunities outside the campus, such as field trips and observations, to educate and expose students to workforce pathways related to CTE courses.

Strategy's Expected Result/Impact: Provide students to have exposure to college, career and military readiness courses.
Increase the quality of the curriculum through the integration of CTE courses within core subjects.
Ensure students can succeed in any chosen path after high school.

Staff Responsible for Monitoring: Principal
Curriculum Director
CTE teachers
CTE Supervisors

TEA Priorities:
Connect high school to career and college

Problem Statements: Student Learning 9 - School Processes & Programs 1

Funding Sources: Student Travel - Bus - 163 - Career & Technical Education (CTE) - 163.11.6494.00.013.22.000 - $2,000, Instructional Supplies - 163 - Career & Technical Education (CTE) - 163.11.6399.00.013.22.000 - $4,000

Strategy 16 Details

Strategy 16: ECHS will design and implement a Bridge Camp for incoming 9th grade students transitioning to high school. The At Risk Program team will develop and provide additional components within the bridge camp that target the needs of our At Risk and Educationally Disadvantaged students.

Strategy's Expected Result/Impact: The bridge camp will address student academic readiness and achievement gaps, provide TSI preparation and assessment, as well as building a culture of collaborative learning through team building activities.

Staff Responsible for Monitoring: Principal
Curriculum Director
Assistant Principals
Lead Teachers

Problem Statements: Student Learning 4, 5

Strategy 17 Details

Strategy 17: Create professional development opportunities for CTE teachers to attend any training/conferences to enhance the learning at the appropriate level of rigor for students in CTE courses.

Strategy's Expected Result/Impact: Increase access to CTE courses at ECHS.
Increase teacher knowledge of CTE content courses.

Staff Responsible for Monitoring: Principal
Curriculum Director
CTE Supervisor

Problem Statements: Student Learning 9 - School Processes & Programs 1
Funding Sources: Professional Development for CTE teachers - 163 - Career & Technical Education (CTE) - 163.13.6411.00.013.22.000 - $4,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: At-risk students at ECHS underperformed at the Meets and Masters Level in all EOCs.   **Root Cause**: Campus instructional leaders do not consistently communicate and model instructional expectations to teachers and give teachers the opportunity to practice. Instructional leaders and teachers do not consistently track the progress of struggling students and the effectiveness of these intervention strategies.

Student Learning

Problem Statement 1: The EB student group scored below the average of the All Student group on the English I and English II EOC Exam.   **Root Cause**: ELAR teachers were not trained in the Sheltered Instruction Observation Protocol (SIOP) and were supported by a half time ESL certified teacher.

Problem Statement 2: STAAR EOC results reflect that the following percentages of ECHS students are at the Masters Grade Level: 31% in Algebra I, 25% in English I, 19% in English II, and 40% in Biology, and 45% US History   **Root Cause**: The use of common assessments based on the essential knowledge and skills did not adequately measure Webb's DOK levels 3 and 4 for mastery.

Problem Statement 3: According to TSI data, 31% of 2022-2023 11th grade students still need to pass the math portion of the test. 22% of the 2022-2023 10th grade students need to pass the ELAR and 51% need to pass the math.   **Root Cause**: The instructional leadership team does not meet regularly to focus primarily on student work and formative data.

Student Learning

Problem Statement 4: In 2022-23, 29% of 9th grade students failed one or more of their classes at end of the 4th marking period. Overall, 21% of 9th grade students failed for the school year.   **Root Cause**: Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).

Problem Statement 5: In a survey of students, 71% stated that school is more stressful than home life or their relationships.   **Root Cause**: Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).

Problem Statement 6: For the 2022-2023 school year, 10% of all 11th graders failed to achieve 70% or better in at least one of their college English classes this year.   **Root Cause**: Reading interventions used to help students in 10th grade pass their TSI are not continued in 11th grade to support curricular demands.

Problem Statement 7: For the 2022-2023 school year, 11% of all 11th graders failed to achieve 60% or better in at least one of their college history classes this year.   **Root Cause**: High stakes grading structure of college courses (4 exams and an essay) does not translate to the prescribed high school model students are familiar with.

Problem Statement 8: For the 2022-2023 school year, 64% of our 10th and 11th grade students identified as at-risk failed one or more of their KISD and/or college level courses. **Root Cause**: During the COVID-19 quarantine and virtual learning, students struggled with the transition to in-person learning due to gaps in learning and social-emotional factors.

Problem Statement 9: Students are not fully exposed to college, career and military readiness courses.   **Root Cause**: ECHS traditionally provided students with a set graduation plan for all students with no variety to meet individual student needs.

School Processes & Programs

Problem Statement 1: Students feel that teachers do not relate learning to real-world experiences   **Root Cause**: Many of our teachers strive to ensure students are college ready by their junior year by providing rigorous and engaging lessons, but they lack the skills to relate continuously throughout the unit. This is due to leadership not routinely reviewing lesson plans, providing feedback, or holding teachers accountable for implementing the feedback.

Problem Statement 3: Parents of ECHS students do not fully understand the expectations of ECHS as well as the various components that not only make this campus different from other high schools, but also different from middle schools.   **Root Cause**: The bulk of communication regarding the unique demands of the campus is done through parent nights during the recruitment phase.

Perceptions

Problem Statement 1: The campus lacks a strong presence from parental stakeholders.   **Root Cause**: There is no PTSA or volunteer program to date.

Problem Statement 2: According to the concerns from the SBDM committee, not all students feel safe at ECHS.   **Root Cause**: School safety is a priority at ECHS, but safety drills need to mirror actual real-life scenarios and not just followed as they are written.

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

Performance Objective 2: By monitoring the progress of all student groups (race/ethnicity, special education, EB, economically disadvantaged, gifted and talented), strengthening the instructional core, and implementing RtI with fidelity, Index 2 will reflect a 4% increase in the percent of tested students meeting or exceeding one year of academic progress, and Index 3 will exceed the state performance and show growth over district performance in 2022-2023.

Evaluation Data Sources: STAAR / EOC Results
Advance Placement (AP) Test Results

Strategy 1 Details

Strategy 1: Provide opportunities for teachers/staff to attend the DuFour Institute, AVID, and the Growth Mindset for professional development with an emphasis on increasing the academic achievement of at-risk learners and gifted/talented learners.
 	
Teachers to be trained in the following methodologies through professional development:
DuFour/Solution Tree
Lead4ward
Growth Mindset
AVID
 	
    Strategy's Expected Result/Impact: Teachers will actively implement learning strategies from training into classroom lessons and use data collected from assessments to evaluate student achievement.
    Staff Responsible for Monitoring: Principal
    AVID coordinator
    Curriculum Director
    CIS
    DuFour, Growth Mindset and Lead4ward Presenters
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools
    Problem Statements: Demographics 2 - Student Learning 1, 2, 4, 8, 9 - School Processes & Programs 2
    Funding Sources: Registration costs to attend PD designed to improve instruction of At Risk students - 166 - State Comp Ed - 166.13.6411.00.013.24.AR0 - $8,000

Strategy 2 Details

Strategy 2: ELL teacher will support ELL students in both "push-in" and "pull-out" instructional settings. Academic content vocabulary will be "pre-taught" whenever possible. ELL teacher will collaborate with regular education classroom teachers to ensure that vocabulary and literacy skills taught in small group are transferring to classwork in the regular education classroom. The ELL teacher will utilize various strategies and technological platforms to ensure ELL students are successful in all courses, primarily core content.

Strategy's Expected Result/Impact: Increased achievement of ELL students passing the core subjects

Staff Responsible for Monitoring: LEP Tutor
Principal

Problem Statements: Student Learning 1

Funding Sources: Online educational resources, such as Factile or Popplet, designed to assist EB students in a face-to-face or virtual learning environments - 165/ES0 - ELL - 165.11.6299.OL.013.25.ES0 - $1,500

Strategy 3 Details

Strategy 3: Provide staff with understanding and knowledge on how to effectively implement and track focus on 504's and IEPS accommodations within the classroom to best serve our students in need.

Strategy's Expected Result/Impact: Increased achievement of 504 and SPED students in core classes and EOC exams. Student achievement will continue to rise as they are supported in their classes.

Staff Responsible for Monitoring: Campus Facilitator for Special Programs
District 504 Coordinator assistance
District SPED assistance
Assistant Principals
Principal

Problem Statements: Student Learning 1, 2, 3, 4, 6, 7

Strategy 4 Details

Strategy 4: Increase teacher, counselor and administrator's knowledge to engage student learning and success. Staff will attend various workshops and PD opportunities to address particular areas of weakness in our African American, Economically Disadvantaged, SPED and ELL populations.

Strategy's Expected Result/Impact: Increased student exposure to technology to generate interest and success for all students.

Staff Responsible for Monitoring: Principal
LPAC Coordinator
ESL Teacher

TEA Priorities:
Recruit, support, retain teachers and principals

Problem Statements: Student Learning 1

Funding Sources: Region 12 ESL 2 Day Workshop - Travel Reimbursement Expenses - 263 - ESEA, Title III Part A - 263.13.6411.LE.013.25.000 - $100, Region 12 ESL Training Workshop - Registration - 263 - ESEA, Title III Part A - 263.13.6239.LE.013.25.000 - $395

Strategy 5 Details

Strategy 5: SPED students will utilize academic software in order to increase academic success.

    Strategy's Expected Result/Impact: Improved performance of SPED students on the EOC.

    Staff Responsible for Monitoring: Principal

    Problem Statements: Demographics 2 - Student Learning 2

Strategy 6 Details

Strategy 6: Track and monitor the performance of at-risk, ELL and SPED students to better help them succeed on the EOC tests.

    Strategy's Expected Result/Impact: Quantitative data will provide areas of greatest need to be addressed through tutoring and other forms of intervention.

    Staff Responsible for Monitoring: Principal
Counselor
Teachers

    Problem Statements: Demographics 2 - Student Learning 1, 4, 8

    Funding Sources: Materials for progress monitoring At Risk students toward successful completion of EOCs - 166 - State Comp Ed - 166.11.6399.00.013.24.AR0 - $2,000

Strategy 7 Details

Strategy 7: Identify at risk students who are struggling academically and socially and provide encouragement to improve academic performance.

    Strategy's Expected Result/Impact: Improved academic performance for at-risk students by providing strategies and interventions to meet their academic needs.

    Staff Responsible for Monitoring: Principal
Counselor

    Problem Statements: Demographics 2 - Student Learning 4, 8

Strategy 8 Details

Strategy 8: Early College HS will employ an at risk temporary employee, either a counselor or aide, to assist teachers and students as follows: Working directly with teachers to work with data and RTI strategies for at risk students at both campuses, providing tier 1 and 2 interventions for our at-risk students to allow the opportunity for success, work with our faculty and staff to provide tutorials for students during the week, and offering in-class and groups tutorials throughout the week in all courses for at-risk students.

Strategy's Expected Result/Impact: At-Risk students improved academic performance in classes

Improved scores on standardized testing

Staff Responsible for Monitoring: Principal
Curriculum Director
Assistant Principals
Registrar

Problem Statements: Demographics 2 - Student Learning 4, 8
Funding Sources: At-Risk Temp Part-Time Counselor - 166 - State Comp Ed - 166.31.6125.CA.013.24.AR0 - $35,092

Strategy 9 Details

Strategy 9: Advanced Placement (AP) teachers will provided Students enrolled in (AP) courses with rigorous instruction and interventions to ensure these students can earn high school and college credit.

Strategy's Expected Result/Impact: Increase in scores across all courses by 20% by 2027.
Students in AP courses will score a 3 or higher on AP exams by 2027.
Staff Responsible for Monitoring: Principal
Curriculum Director
CIS
AP Teachers

Problem Statements: Student Learning 9
Funding Sources: Saturday Academy and After School Tutorials for Students in AP Courses - 177 - Gifted/Talented - 177.11.6118.CA.013.21.000 - $1,000

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: At-risk students at ECHS underperformed at the Meets and Masters Level in all EOCs.   **Root Cause**: Campus instructional leaders do not consistently communicate and model instructional expectations to teachers and give teachers the opportunity to practice. Instructional leaders and teachers do not consistently track the progress of struggling students and the effectiveness of these intervention strategies.

Student Learning

Problem Statement 1: The EB student group scored below the average of the All Student group on the English I and English II EOC Exam.   **Root Cause**: ELAR teachers were not trained in the Sheltered Instruction Observation Protocol (SIOP) and were supported by a half time ESL certified teacher.

Student Learning

Problem Statement 2: STAAR EOC results reflect that the following percentages of ECHS students are at the Masters Grade Level: 31% in Algebra I, 25% in English I, 19% in English II, and 40% in Biology, and 45% US History **Root Cause**: The use of common assessments based on the essential knowledge and skills did not adequately measure Webb's DOK levels 3 and 4 for mastery.

Problem Statement 3: According to TSI data, 31% of 2022-2023 11th grade students still need to pass the math portion of the test. 22% of the 2022-2023 10th grade students need to pass the ELAR and 51% need to pass the math. **Root Cause**: The instructional leadership team does not meet regularly to focus primarily on student work and formative data.

Problem Statement 4: In 2022-23, 29% of 9th grade students failed one or more of their classes at end of the 4th marking period. Overall, 21% of 9th grade students failed for the school year. **Root Cause**: Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).

Problem Statement 6: For the 2022-2023 school year, 10% of all 11th graders failed to achieve 70% or better in at least one of their college English classes this year. **Root Cause**: Reading interventions used to help students in 10th grade pass their TSI are not continued in 11th grade to support curricular demands.

Problem Statement 7: For the 2022-2023 school year, 11% of all 11th graders failed to achieve 60% or better in at least one of their college history classes this year. **Root Cause**: High stakes grading structure of college courses (4 exams and an essay) does not translate to the prescribed high school model students are familiar with.

Problem Statement 8: For the 2022-2023 school year, 64% of our 10th and 11th grade students identified as at-risk failed one or more of their KISD and/or college level courses. **Root Cause**: During the COVID-19 quarantine and virtual learning, students struggled with the transition to in-person learning due to gaps in learning and social-emotional factors.

Problem Statement 9: Students are not fully exposed to college, career and military readiness courses. **Root Cause**: ECHS traditionally provided students with a set graduation plan for all students with no variety to meet individual student needs.

School Processes & Programs

Problem Statement 2: According to T-TESS data, 96% of the faculty scored at proficient or lower in differentiation, dimension 2.4. **Root Cause**: Faculty focuses their differentiation strategies towards remediation and not advancement.

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: Increase the capacity of teacher leadership to facilitate collaboration and implementation of the district LEARN model.

    Evaluation Data Sources: District and state student achievement data

Strategy 1 Details
Strategy 1: ECHS will employ the PLC @ Work model and strategies to help build and strengthen department and content level PLCs.
Strategy's Expected Result/Impact: Increase collaboration among departments and content level teams.
Increase the use of student data to drive instruction and assessments.
Increase depth, knowledge and real-world experiences within units and lessons.
Staff Responsible for Monitoring: Principal
Curriculum Director
Assistant Principals
Head of Departments
Problem Statements: Demographics 2 - Student Learning 1, 2, 4, 5, 6, 7, 8 - School Processes & Programs 2

Strategy 2 Details
Strategy 2: ECHS will provide professional development opportunities for teachers to attend conferences or workshops that target interventions and enrichment strategies for the gifted and talented students.
Strategy's Expected Result/Impact: Increase student achievement for students identified as gifted and talented
Increase teacher awareness of strategies and resources to assist GT students in and out of the classroom.
Create opportunities for staff professional growth.
Staff Responsible for Monitoring: Principal
Curriculum Director
Assistant Principals
Problem Statements: Student Learning 2, 3, 6, 7 - School Processes & Programs 1
Funding Sources: Registration costs for teachers or CIS to attend PD designated for gifted and talented students - 177 - Gifted/Talented - 177.13.6411.00.013.21.000 - $2,950 , Registration costs for counselors to attend PD designated for gifted and talented students - 177 - Gifted/Talented - 177.31.6411.00.013.21.000 - $4,000, Registration costs for administration to attend PD designated for gifted and talented students - 177 - Gifted/Talented - 177.23.6411.00.013.21.000 - $4,000

Strategy 3 Details

Strategy 3: Teachers of GT students will incorporate best practice, research-based instructional strategies in classes and will apply strategies learned from attending professional development. Data will be used to plan lessons at the appropriate level of depth and complexity for TEKS in order to increase the number of students who master content on EOC exams.

    Staff Responsible for Monitoring: Principal
Curriculum Director
Curriculum Instructional Specialist

    Problem Statements: Student Learning 2
    Funding Sources: Technology for GT Instruction - 177 - Gifted/Talented - 177.11.6398.00.013.21.000, Instructional Supplies to support GT Instruction - 177 - Gifted/Talented - 177.11.6399.00.013.21.000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: At-risk students at ECHS underperformed at the Meets and Masters Level in all EOCs.   **Root Cause**: Campus instructional leaders do not consistently communicate and model instructional expectations to teachers and give teachers the opportunity to practice. Instructional leaders and teachers do not consistently track the progress of struggling students and the effectiveness of these intervention strategies.

Student Learning

Problem Statement 1: The EB student group scored below the average of the All Student group on the English I and English II EOC Exam.   **Root Cause**: ELAR teachers were not trained in the Sheltered Instruction Observation Protocol (SIOP) and were supported by a half time ESL certified teacher.

Problem Statement 2: STAAR EOC results reflect that the following percentages of ECHS students are at the Masters Grade Level: 31% in Algebra I, 25% in English I, 19% in English II, and 40% in Biology, and 45% US History   **Root Cause**: The use of common assessments based on the essential knowledge and skills did not adequately measure Webb's DOK levels 3 and 4 for mastery.

Problem Statement 3: According to TSI data, 31% of 2022-2023 11th grade students still need to pass the math portion of the test. 22% of the 2022-2023 10th grade students need to pass the ELAR and 51% need to pass the math.   **Root Cause**: The instructional leadership team does not meet regularly to focus primarily on student work and formative data.

Problem Statement 4: In 2022-23, 29% of 9th grade students failed one or more of their classes at end of the 4th marking period. Overall, 21% of 9th grade students failed for the school year.   **Root Cause**: Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).

Problem Statement 5: In a survey of students, 71% stated that school is more stressful than home life or their relationships.   **Root Cause**: Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).

Problem Statement 6: For the 2022-2023 school year, 10% of all 11th graders failed to achieve 70% or better in at least one of their college English classes this year.   **Root Cause**: Reading interventions used to help students in 10th grade pass their TSI are not continued in 11th grade to support curricular demands.

Problem Statement 7: For the 2022-2023 school year, 11% of all 11th graders failed to achieve 60% or better in at least one of their college history classes this year.   **Root Cause**: High stakes grading structure of college courses (4 exams and an essay) does not translate to the prescribed high school model students are familiar with.

Problem Statement 8: For the 2022-2023 school year, 64% of our 10th and 11th grade students identified as at-risk failed one or more of their KISD and/or college level courses. **Root Cause**: During the COVID-19 quarantine and virtual learning, students struggled with the transition to in-person learning due to gaps in learning and social-emotional factors.

School Processes & Programs
Problem Statement 1: Students feel that teachers do not relate learning to real-world experiences   **Root Cause**: Many of our teachers strive to ensure students are college ready by their junior year by providing rigorous and engaging lessons, but they lack the skills to relate continuously throughout the unit. This is due to leadership not routinely reviewing lesson plans, providing feedback, or holding teachers accountable for implementing the feedback. **Problem Statement 2**: According to T-TESS data, 96% of the faculty scored at proficient or lower in differentiation, dimension 2.4.   **Root Cause**: Faculty focuses their differentiation strategies towards remediation and not advancement.

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: ECHS will maintain a culture where our campus staff feel valued and appreciated.

   Evaluation Data Sources: Survey of teachers and staff.

Strategy 1 Details
Strategy 1: We will continue the faculty and staff club which honors faculty and staff on birthdays, school anniversaries, new family members, etc.
Strategy's Expected Result/Impact: Increase teacher and staff morale by recognizing their accomplishments and celebrating each staff member in various ways.
Staff Responsible for Monitoring: ECHS Administration and Counselors
Problem Statements: School Processes & Programs 4

Strategy 2 Details
Strategy 2: We continue to host staff gatherings throughout the year to include a holiday meal in the fall and an end-of-year celebration in the spring.
Strategy's Expected Result/Impact: Increase staff morale
Staff Responsible for Monitoring: ECHS Administration
Problem Statements: School Processes & Programs 4

Strategy 3 Details
Strategy 3: We celebrate "Staff Members of the Month" and other staff achievements throughout the year. Staff members are able to nominate anyone that they believe deserves this award.
Strategy's Expected Result/Impact: Improve staff morale and retention
Staff Responsible for Monitoring: ECHS Administration
Problem Statements: School Processes & Programs 4

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: Students and staff continue to suffer from mental health issues during the COVID-19 pandemic and post quarantine.   **Root Cause**: Campus administration and support personnel do not have the resources to assist our teachers and staff in mental health and self-care.

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

Performance Objective 1: Through family and community partnerships, we expect a 10% increase in access and opportunity for family/community participation in the educational process.

    Evaluation Data Sources: Family / Community participation results

Strategy 1 Details

Strategy 1: ECHS will hold seminars with students and/or parents about the following:
Transition to High School
Depth of Knowledge
TSI Testing
College Readiness
4 Year Plan
Bullying
Social Media Use
    Strategy's Expected Result/Impact: Sign in Sheets
    Staff Responsible for Monitoring: Principal, Counselor, Rotating Staff and Students
 	
    Problem Statements: Demographics 1 - Perceptions 1, 2

Strategy 2 Details

Strategy 2: ECHS will have an SBDM with parental involvement. ECHS will research the possibility of having a PTA.
    Strategy's Expected Result/Impact: Sign in Sheets, Parental Participation
    Staff Responsible for Monitoring: Principal,
    Assistant Principals
    Counselor District PTA staff
 	
    Problem Statements: School Processes & Programs 3 - Perceptions 1

Strategy 3 Details

Strategy 3: ECHS will maintain a current website and avail of all forms of communication through written, phone or electronic communication.

Strategy's Expected Result/Impact: Number of hits to website. Use of Connect Blackboard, Progress Reports, Emails from Teachers.

Updated websites. Parent, student and community feedback.

Staff Responsible for Monitoring: Principal
Campus Technologist
Assistant Principals
CIS
Counselor, Teachers and Staff

Problem Statements: School Processes & Programs 3 - Perceptions 1

Strategy 4 Details

Strategy 4: ECHS students will partake in community events throughout the year.
Example: The Food Care Center Thanksgiving Food Drive

Strategy's Expected Result/Impact: Students will be active members in their community

Staff Responsible for Monitoring: Principal, Counselor, Teachers and Staff

Problem Statements: School Processes & Programs 3

Strategy 5 Details

Strategy 5: ECHS students will participate in community service activities through memberships in campus based organizations and clubs.

Strategy's Expected Result/Impact: Number of students participating in campus based service organizations and list of service activities.

Staff Responsible for Monitoring: Principal
Club Sponsors

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Strategy 6 Details

Strategy 6: ECHS will partner with Adopt-a-Unit(1st CAVHDG) to seek unit's participation in campus events and to provide participation in the unit's events throughout the school year.

Strategy's Expected Result/Impact: Volunteer logs

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Student Learning 9

Strategy 7 Details

Strategy 7: ECHS will send out progress reports every three weeks, throughout the entire school year.

Strategy's Expected Result/Impact: Positive feedback from parents, indicating that the increased Progress Report frequency was helpful in assisting parents in keeping track of student grades and progress.

Staff Responsible for Monitoring: Principal
Counselor
Staff

Problem Statements: School Processes & Programs 3

Strategy 8 Details

Strategy 8: ECHS will provide opportunities for : (1) students to partake in community and voluntary projects and (2) 8th grade visits to the ECHS campus

Strategy's Expected Result/Impact: increased ECHS student participation in the community.

Staff Responsible for Monitoring: Principal
Club Sponsors

Problem Statements: Demographics 1 - Student Learning 9

Strategy 9 Details

Strategy 9: ECHS will host parent informational workshops and meetings for parents of ESL students

Strategy's Expected Result/Impact: Parents of ESL students will be more aware of resources ECHS can offer.

Staff Responsible for Monitoring: Principal
Curriculum Director
Assistant Principals
ESL certified staff

Problem Statements: Student Learning 1, 9

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There exists a multiple campus atmosphere between the Ft Hood Campus and the CTC Campus.   **Root Cause**: There will be 487 seniors and juniors at the CTC campus with 650 sophomores and freshman at the Fort Hood campus.

Student Learning
Problem Statement 1: The EB student group scored below the average of the All Student group on the English I and English II EOC Exam.   **Root Cause**: ELAR teachers were not trained in the Sheltered Instruction Observation Protocol (SIOP) and were supported by a half time ESL certified teacher.
Problem Statement 9: Students are not fully exposed to college, career and military readiness courses.   **Root Cause**: ECHS traditionally provided students with a set graduation plan for all students with no variety to meet individual student needs.

School Processes & Programs
Problem Statement 1: Students feel that teachers do not relate learning to real-world experiences   **Root Cause**: Many of our teachers strive to ensure students are college ready by their junior year by providing rigorous and engaging lessons, but they lack the skills to relate continuously throughout the unit. This is due to leadership not routinely reviewing lesson plans, providing feedback, or holding teachers accountable for implementing the feedback.
Problem Statement 3: Parents of ECHS students do not fully understand the expectations of ECHS as well as the various components that not only make this campus different from other high schools, but also different from middle schools.   **Root Cause**: The bulk of communication regarding the unique demands of the campus is done through parent nights during the recruitment phase.

Perceptions
Problem Statement 1: The campus lacks a strong presence from parental stakeholders.   **Root Cause**: There is no PTSA or volunteer program to date.
Problem Statement 2: According to the concerns from the SBDM committee, not all students feel safe at ECHS.   **Root Cause**: School safety is a priority at ECHS, but safety drills need to mirror actual real-life scenarios and not just followed as they are written.

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: Through implementation of an effective discipline management plan and providing a safe, secure, and orderly learning environment, we expect a 5% reduction in each discipline incident category.

    Evaluation Data Sources: Monthly/Yearly Discipline incident reports

Strategy 1 Details
Strategy 1: ECHS will create duty stations for teachers before and after school to monitor student behavior and create relationships outside the classroom with students.
Strategy's Expected Result/Impact: This will allow for continual evaluation on the needs of students through duty stations during these peak times to best achieve a safe school.
This will help decrease negative behavior in the hallways and assist staff to prevent bullying.
Staff Responsible for Monitoring: Principal,
Assistant Principals
CIS
Counselor and Teachers.
Problem Statements: Perceptions 2

Strategy 2 Details
Strategy 2: Conduct monthly fire drills.
Conduct monthly tornado drills to ensure that students and staff are aware of proper procedures in the event of a tornado.
Conduct monthly lock-down drills to ensure student and staff are aware of proper procedures in the event of a campus lock-down.
Strategy's Expected Result/Impact: Observe and strive to evacuate the building under three minutes in a safe and orderly manner.
Staff Responsible for Monitoring: ECHS Staff
Safety Coordinator
Assistant Principals
Principal
Problem Statements: Perceptions 2

Strategy 3 Details

Strategy 3: ECHS will make use of the KISD bully reporting system to track occasions of reporting of bullying incidents on campus and to ensure prompt and effective response.
Strategy's Expected Result/Impact: Number of bullying incidents reported at ECHS.
Staff Responsible for Monitoring: Principal
Assistant Principals

Problem Statements: Perceptions 2

Strategy 4 Details

Strategy 4: ECHS will have all students assigned to an advisor. This will forge a 'home room' teacher for each student that will serve as the first line of RTI for the students.
Strategy's Expected Result/Impact: Increased sense of belonging and family at ECHS.

Increase the positive culture that has been created.

Increase awareness of negative behavior and bullying by sharing district information through homerooms.
Staff Responsible for Monitoring: Principal
Assistant Principals
Counselor
Staff
Teachers

Problem Statements: Demographics 1 - Student Learning 5, 9 - School Processes & Programs 1 - Perceptions 2

Strategy 5 Details

Strategy 5: ECHS will incorporate mental health and wellness lesson in AVID classes through the assistance of our counseling department and socio-emotional learning specialist.
Strategy's Expected Result/Impact: Provide knowledge for students on mental health and wellness and provide resources for students that need additional support for emotional wellness.
Staff Responsible for Monitoring: Principal
Counselors
SEL Specialist

Problem Statements: Student Learning 4, 5 - School Processes & Programs 1, 4 - Perceptions 2
Funding Sources: Travel and registration for SEL Specialist to attend PD designated for at risk students - 166 - State Comp Ed - 166.31.6411.00.013.24.AR0 - $1,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There exists a multiple campus atmosphere between the Ft Hood Campus and the CTC Campus.   **Root Cause**: There will be 487 seniors and juniors at the CTC campus with 650 sophomores and freshman at the Fort Hood campus.

Student Learning

Problem Statement 4: In 2022-23, 29% of 9th grade students failed one or more of their classes at end of the 4th marking period. Overall, 21% of 9th grade students failed for the school year. **Root Cause**: Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).

Problem Statement 5: In a survey of students, 71% stated that school is more stressful than home life or their relationships. **Root Cause**: Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).

Problem Statement 9: Students are not fully exposed to college, career and military readiness courses. **Root Cause**: ECHS traditionally provided students with a set graduation plan for all students with no variety to meet individual student needs.

School Processes & Programs

Problem Statement 1: Students feel that teachers do not relate learning to real-world experiences **Root Cause**: Many of our teachers strive to ensure students are college ready by their junior year by providing rigorous and engaging lessons, but they lack the skills to relate continuously throughout the unit. This is due to leadership not routinely reviewing lesson plans, providing feedback, or holding teachers accountable for implementing the feedback.

Problem Statement 4: Students and staff continue to suffer from mental health issues during the COVID-19 pandemic and post quarantine. **Root Cause**: Campus administration and support personnel do not have the resources to assist our teachers and staff in mental health and self-care.

Perceptions

Problem Statement 2: According to the concerns from the SBDM committee, not all students feel safe at ECHS. **Root Cause**: School safety is a priority at ECHS, but safety drills need to mirror actual real-life scenarios and not just followed as they are written.

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: Student designed and student led extracurricular clubs will be established each year that provide students with a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education.

> **Evaluation Data Sources:** Monthly survey of students
> Activities planned by each clubs
> Activities tied to the Club purpose

Strategy 1 Details
Strategy 1: ECHS will provide supplies for various extracurricular clubs established on campus.
Strategy's Expected Result/Impact: Student will become involved and create clubs that are designed to reinforce their academic sills in real-world situations.
Staff Responsible for Monitoring: Principal
Student Activities Coordinator
ESF Levers:
Lever 3: Positive School Culture
Problem Statements: Student Learning 9 - School Processes & Programs 1

Strategy 2 Details
Strategy 2: ECHS will provide work-study opportunities for student enrolled in the career preparation course during their senior year.
Strategy's Expected Result/Impact: Students will be involved in assisting on campus as a student worker and expose them to career readiness opportunities.
Staff Responsible for Monitoring: Principal
Career Prep Instructor
Problem Statements: Student Learning 9
Funding Sources: Student worker to assist on campus - 163 - Career & Technical Education (CTE) - 163.11.6125.00.013.22.000 - $5,000

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 9: Students are not fully exposed to college, career and military readiness courses.   **Root Cause**: ECHS traditionally provided students with a set graduation plan for all students with no variety to meet individual student needs.

School Processes & Programs
Problem Statement 1: Students feel that teachers do not relate learning to real-world experiences   **Root Cause**: Many of our teachers strive to ensure students are college ready by their junior year by providing rigorous and engaging lessons, but they lack the skills to relate continuously throughout the unit. This is due to leadership not routinely reviewing lesson plans, providing feedback, or holding teachers accountable for implementing the feedback.

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

Performance Objective 1: 90% of campus instructional budget will be spent on training, supplies, additional tutoring support and resources which will directly impact and recognize student achievement.

    Evaluation Data Sources: Campus improvement plan funding summary

Strategy 1 Details
Strategy 1: The principal will review the campus improvement plan funding summary monthly in administrative staff meetings.
Strategy's Expected Result/Impact: Campus Improvement Plan funding summary
Staff Responsible for Monitoring: Principal
Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9 - School Processes & Programs 1, 2

Strategy 2 Details
Strategy 2: SBDM Committee will evaluate performance objectives in the campus improvement plan to ensure the connection between the objectives and student achievement.
Strategy's Expected Result/Impact: Campus Improvement Plan
Staff Responsible for Monitoring: Principal
ECHS SBDM Committee
Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9 - School Processes & Programs 1, 2

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: At-risk students at ECHS underperformed at the Meets and Masters Level in all EOCs.   **Root Cause**: Campus instructional leaders do not consistently communicate and model instructional expectations to teachers and give teachers the opportunity to practice. Instructional leaders and teachers do not consistently track the progress of struggling students and the effectiveness of these intervention strategies.

Student Learning
Problem Statement 1: The EB student group scored below the average of the All Student group on the English I and English II EOC Exam.   **Root Cause**: ELAR teachers were not trained in the Sheltered Instruction Observation Protocol (SIOP) and were supported by a half time ESL certified teacher.
Problem Statement 2: STAAR EOC results reflect that the following percentages of ECHS students are at the Masters Grade Level: 31% in Algebra I, 25% in English I, 19% in English II, and 40% in Biology, and 45% US History   **Root Cause**: The use of common assessments based on the essential knowledge and skills did not adequately measure Webb's DOK levels 3 and 4 for mastery.
Problem Statement 3: According to TSI data, 31% of 2022-2023 11th grade students still need to pass the math portion of the test. 22% of the 2022-2023 10th grade students need to pass the ELAR and 51% need to pass the math.   **Root Cause**: The instructional leadership team does not meet regularly to focus primarily on student work and formative data.

Student Learning

Problem Statement 4: In 2022-23, 29% of 9th grade students failed one or more of their classes at end of the 4th marking period. Overall, 21% of 9th grade students failed for the school year. **Root Cause**: Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).

Problem Statement 5: In a survey of students, 71% stated that school is more stressful than home life or their relationships. **Root Cause**: Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).

Problem Statement 6: For the 2022-2023 school year, 10% of all 11th graders failed to achieve 70% or better in at least one of their college English classes this year. **Root Cause**: Reading interventions used to help students in 10th grade pass their TSI are not continued in 11th grade to support curricular demands.

Problem Statement 7: For the 2022-2023 school year, 11% of all 11th graders failed to achieve 60% or better in at least one of their college history classes this year. **Root Cause**: High stakes grading structure of college courses (4 exams and an essay) does not translate to the prescribed high school model students are familiar with.

Problem Statement 8: For the 2022-2023 school year, 64% of our 10th and 11th grade students identified as at-risk failed one or more of their KISD and/or college level courses. **Root Cause**: During the COVID-19 quarantine and virtual learning, students struggled with the transition to in-person learning due to gaps in learning and social-emotional factors.

Problem Statement 9: Students are not fully exposed to college, career and military readiness courses. **Root Cause**: ECHS traditionally provided students with a set graduation plan for all students with no variety to meet individual student needs.

School Processes & Programs

Problem Statement 1: Students feel that teachers do not relate learning to real-world experiences **Root Cause**: Many of our teachers strive to ensure students are college ready by their junior year by providing rigorous and engaging lessons, but they lack the skills to relate continuously throughout the unit. This is due to leadership not routinely reviewing lesson plans, providing feedback, or holding teachers accountable for implementing the feedback.

Problem Statement 2: According to T-TESS data, 96% of the faculty scored at proficient or lower in differentiation, dimension 2.4. **Root Cause**: Faculty focuses their differentiation strategies towards remediation and not advancement.