Killeen Independent School District

Chaparral High School

2023-2024

Mission Statement

~ Teach so that all students can learn to their maximum potential. ~

Vision

Chaparral High School is a community of integrity and learning.

Where teachers, administrators and staff mentor and inspire students, and each other, to embrace a growth mindset.

Where students are challenged to act with humility and resilience as they develop skills that will prepare them to be lifelong learners and productive members of society.

Where every individual feels safe and contributes to our culture of pride, competitiveness, and belonging.

Together...we are the Bobcats!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Chaparral High School is located at 4400 Chaparral Road in Killeen, Texas. The campus opened at the beginning of the 2022-23 school year and includes students grades 9-12. The campus also houses the district's 18+ Vocational Program.

The projected enrollment of Chaparral High School is expected to fall between 1700-2000 total students. As of June 15, 2023, the total enrollment was 1712 total students. The district is allowing any KISD high school student the opportunity to submit a transfer to attend Chaparral High School, subject to transfer requirements. In addition, incoming 10th-12th grade KISD students who are zoned for Chaparral High School have the opportunity to submit a grandfather request to remain at their current KISD high school.

The KISD middle schools which feed into Chaparral High School are listed below along with the percentage of students that are zoned for CHS:

1. Charles Patterson Middle School - 56%

2. Roy J Smith Middle School - 40%

3. Union Grove Middle School - 23%

4. Liberty Hill Middle School - 27%

Instructional Staff includes 66 General Education teachers; 10 Special Education teachers; 5 SCE/Intervention teachers; 2 additional STEM teachers; 4 18+ Teachers; and 2 JROTC instructors.

Vacancies are filled through a comprehensive employment search at the district level and an intensive interview process at the campus level - all designed to hire effective, highly qualified personnel who can meet the needs of our unique student population.

New teachers begin a 'New Teacher Induction' program that is facilitated at the district level. The campus assigns a mentor teacher to all new teachers and in conjunction with the admin team, works with new teachers on a consistent basis to ensure growth and progress. Additional district and campus professional development is provided throughout the year for all areas of needed growth. Every month we have a New Teacher Luncheon on campus to support the growth of our new teachers.

Relevant professional development opportunities are provided to all professional staff members for the purpose of meeting campus needs based on data gathered from various sources such as STAAR student performance data, universal screeners (MAP), Curriculum Unit Assessments (CUA), formative and summative data, T-TESS data, campus and district initiatives (i.e., Coaching Walks and Gradual Release of Responsibility model), content growth, etc. Professional Learning Communities (PLCs) also provide teachers with an avenue for collaboration, planning and data dissemination. Additionally, PLCs allow for structured dialogue to discuss the impact of professional development on student success.

All teachers are evaluated through the Texas-Teacher Evaluation and Support System (T-TESS). This system will ensure on-going monitoring through classroom walk-throughs, informal observations and formalized observations. T-TESS performance data will be utilized for growth, feedback and communication. The data will also help drive professional development planning.

Demographics Strengths

Our greatest strength has been the diversity within the student and staff populations. There is a unique opportunity this year to create a new and strong culture and traditions. The campus is also strongly connected to the military.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus culture and traditions need to be established. **Root Cause:** There were many changes in leadership and in staff .

Problem Statement 2: Our enrollment is currently 522 for 9th grade, 654 for 10th grade, 413 for 11th grade, and 372 for 12th grade. In total our current population is 1,961 which exceeds our projected population. **Root Cause:** The combination of the transfer request process and the grandfather request process causes shifts in enrollment on a daily basis.

Problem Statement 3: Several campus staff members need to be hired due to a shortage in the field of education. **Root Cause:** There were many changes in leadership and a delayed hiring process.

Problem Statement 4: Campus attendance numbers are below district daily average. **Root Cause:** Proper accountability system for students needs to be developed.

Student Learning

Student Learning Summary

Below is the STAAR EOC data for the 2022-2023 School year.

Algebra I EOC 2022-2023			
	Approaches	Meets	Masters
All Students	76	34	11
Hispanic/Latino	80	33	13
American Indian	--	--	--
Asian	90	70	20
Black or African American	70	28	8
Native Hawaiian	81	44	19
White	82	42	11
Two or More Races	75	42	31
Economically Disadvantaged	74	29	9
ESL	75	20	5
SPED	49	9	3
GT	--	--	--
At Risk	69	22	4

Biology EOC 2022-2023			
	Approaches	Meets	Masters
All Students	92	65	19
Hispanic/Latino	91	64	16
American Indian	--	--	--
Asian	94	69	50
Black or African American	90	57	14
Native Hawaiian	94	67	22
White	97	79	32
Two or More Races	98	73	18
Economically Disadvantaged	90	57	15
ESL	81	43	5

Biology EOC 2022-2023			
SPED	76	26	4
GT	100	100	62
At Risk	88	49	5

English I EOC 2022-2023			
	Approaches	Meets	Masters
All Students	80	59	
Hispanic/Latino	82	64	
American Indian	--	--	
Asian	75	69	
Black or African American	74	48	
Native Hawaiian	89	56	
White	87	68	
Two or More Races	86	67	
Economically Disadvantaged	76	53	
ESL	62	36	
SPED	38	18	
GT	100	100	
At Risk	70	2	

English II EOC 2022-2023			
	Approaches	Meets	Masters
All Students	76	56	3
Hispanic/Latino	72	53	3
American Indian	--	--	--
Asian	73	55	0
Black or African American	72	52	1
Native Hawaiian	90	70	0
White	90	69	5
Two or More Races	79	58	11
Economically Disadvantaged	67	48	2
ESL	47	20	0

English II EOC 2022-2023			
SPED	43	18	0
GT	100	94	28
At Risk	66	42	1

US History EOC 2022-2023			
	Approaches	Meets	Masters
All Students	98	79	44
Hispanic/Latino	98	78	44
American Indian	---	--	--
Asian	100	100	44
Black or African American	96	73	32
Native Hawaiian	100	100	44
White	98	88	71
Two or More Races	95	90	55
Economically Disadvantaged	97	73	34
ESL	89	44	11
SPED	49	54	21
GT	100	100	81
At Risk	96	69	27

Student Learning Strengths

Biology and US History EOC scores.

All EOC scores performed higher than the state levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR EOC data for English I shows that only 18% of students served under special education, 36% of ESL, and 42% of at risk students were able to reach "Meets." **Root Cause:** Need for increased scaffolding and support in the classroom.

Problem Statement 2: STAAR EOC data for English II shows that only 18% of students served under special education, 20% of ESL, and 42% of at risk students were able to reach "Meets." **Root Cause:** Need for increased scaffolding and support in the classroom.

Problem Statement 3: STAAR EOC data for Algebra I shows that only 9% of students served under special education, 20% of ESL, and 22% of at risk students were able to reach "Meets." **Root Cause:** Need for increased scaffolding and support in the classroom.

Problem Statement 4: Parents and their students do not know about accelerated academic programs and advancement opportunities available at the high school level or do not recognize the benefits of advanced placement opportunities for advanced and/or GT students. **Root Cause:** Counselors need to address this in 8th grade through Naviance.

Problem Statement 5: Parents and students expect the level, opportunities and resources of CTE classes to be equal to those at established campuses. **Root Cause:** CTE department needs have not yet been determined and will need resources and support to build it's programs.

Problem Statement 6: STAAR EOC data for Biology shows that only 26% of students served under special education, 43% of ESL, and 49% of at risk students were able to reach "Meets." **Root Cause:** Need for increased scaffolding and support in the classroom.

Problem Statement 7: STAAR EOC data for English I shows that only 48% of Black or African American students were able to reach "Meets." **Root Cause:** Need for increased scaffolding and support in the classroom.

Problem Statement 8: STAAR EOC data for English II shows that only 52% of Black or African American and 53% of Hispanic/Latino students were able to reach "Meets." **Root Cause:** Need for increased scaffolding and support in the classroom.

Problem Statement 9: STAAR EOC data for Algebra I shows that only 28% of Black or African American and 33% of Hispanic/Latino students were able to reach "Meets." **Root Cause:** Need for increased scaffolding and support in the classroom.

Problem Statement 10: STAAR EOC data for Biology I shows that only 57% of Black or African American and 64% of Hispanic/Latino students were able to reach "Meets." **Root Cause:** Need for increased scaffolding and support in the classroom.

Problem Statement 11: STAAR EOC data for US History shows that only 8% of SPED, 59% of at-risk and 44% of Hispanic/Latino students were able to reach "Masters." **Root Cause:** Need for increased scaffolding and support in the classroom.

School Processes & Programs

School Processes & Programs Summary

At Chaparral High School, we pride ourselves on being supportive and compassionate to the needs of our students and staff. Through innovative and detailed planning we are able to create a positive and structured learning environment that is conducive to success. We continue to utilize both district and campus resources designed to track student success, analyze data, and to adjust our instructional plans, as needed, in order to meet growth and needs of our stakeholders.

CHS teachers identify current units of study from the TEKS Resource System (TRS) using the "Year at a Glance" and the "IFD" as a guide. Campus and District areas of need are identified, historical data evaluated, and strategies developed to address these areas in order to incorporate the strategies into lessons as appropriate. Teachers use Webb's Depth of Knowledge, Bloom's Taxonomy, Hess' Cognitive Rigor matrix and other resources to:

- Unpack the standards to determine the learning goals and targets
- Identify the cognitive level of objectives, targets, activities, tasks, and/or assessments
- Develop learning goals and targets to post, articulate, and reference throughout the lesson
- Assess student understanding, at high cognitive levels, through student discourse, justification, and questioning

CURRICULUM, INSTRUCTION and ASSESSMENT

Being part of a large district affords us resources to have access to top quality staff development and materials. Our entire district, from the superintendent down, places teaching and learning as the primary focus of all we say and do. There is broad support at the central administration level for instructional assistance.

Our plan for the 2023-2024 school year emphasizes the need to analyze student data connected to specific instructional strategies and use these results to reflect on teaching teaching strategies and practices in relation to student success. We will work on anticipating possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery and proactively develops techniques to address obstacles to learning. Teachers will gather input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.

SPECIAL POPULATIONS

While teachers are aware of the students who are part of a special population such as GT, ELL, At Risk and SPED, there is not a specific focus on providing strategies and support for teachers to differentiate instruction in the regular classroom. Additional targeted supports also need to be implemented in order to meet the individual needs of these student populations.

DISCIPLINE

There is a need to implement a discipline program that focuses on increasing personal responsibility and decreasing repeat discipline infractions. In an effort to instill and foster our core values of integrity, humility and resilience in our students a restorative approach to discipline will be implemented which focuses on relationships and personal accountability.

TECHNOLOGY

Technology use has increased with the rise in numbers of students and staff. A laptop has been assigned to each teacher to use for lesson design and implementation with a variety of software applications installed. Attendance, grades, communication, and collaboration are all employed using their laptops. Students have access to iPad labs or laptop labs in almost every classroom. The library has several computers for student use as well. Every math class has access to TI-inspire wireless graphing calculators. Core classrooms have mounted smart projectors, and document cameras, which all increase student engagement.

Our Campus Technology Specialists are available to support and assist throughout the school day for any technology issues.

The CHS leadership team meets weekly to discuss campus concerns and strengths which allows for adjustments as needed to ensure student success and campus cohesion. From these meetings, concerns can be brought back and forth to various committees on campus. The committees include: Campus Conduct Committee (CCC), SBDM (Site Based Decision Making), and Campus Employee Advocacy Committee (CEAC). These committees allow all campus voices to be heard, create dialogue, and seek solutions for issues that affect all stakeholders. Scheduled meetings for special programs (SPED, 504, RtI) are held to discuss students with specific needs.

The Staff and Student Handbooks are revised each year, reviewed at in-service, and shared with the staff electronically. The Staff Handbook is in a shared folder and the Student Handbook is posted on our website.

Communication with parents is essential to build positive relationships. The CHS website is located on the KISD web-page and provides information about school news, upcoming calendar events and other pertinent information. We also send out a weekly S'more newsletter with all of the events happening on campus. Our social media platforms are updated throughout the week to showcase what's happening on campus. Throughout the school year parents are invited to meet with teachers before/after school and during the teacher's assigned conference period to address any issues that may arise concerning their child. Parents are also encouraged to track their student's grades and attendance through the home access portal. The counselor's office remains a center for our parents to use as guidance for academic and behavioral needs.

School Processes & Programs Strengths

A strong discipline process, utilizing restorative practices was created to support students and their social emotional needs. Handbooks for students and staff have been revamped to support the campus and its growth. Faculty and parents receive a weekly update via Smore with all the things happening on campus each week and other upcoming events.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some processes and programs will need to be created to support the continued growth of the campus.   **Root Cause:** Campus reset after many changes to leadership and staff.

Problem Statement 2: An accountability system for minor offenses needs to be created.   **Root Cause:** Hero system not fully utilized.

Perceptions

Perceptions Summary

Our culture will be one that revolves around Bobcat P.R.I.D.E.: Passion, Respect, Innovation, Diversity, Excellence. We need to continue to create a culture of high expectations where everyone feels safe and valued and is held accountable for their actions.

We will strongly encourage parent and community involvement throughout the school year. We will have several opportunities for parents and community members to volunteer and support campus activities.

We are proud to have the 6th BN 56th ADA as our military Adopt-a-School unit. Our relationship with the military is one that CHS values. We will work this year to create opportunities for our adopt-a-School unit to support our campus and students.

Chaparral High School will host opportunities for all incoming students at the beginning of each school year. to get acclimated to our campus. Parents will also be given the opportunity to participate in a meeting with Dr. Etienne to better understand the culture of the school, and have the opportunity to share or ask questions. CHS will also hosts an annual Open House night. During Open House, all teachers are on campus to meet with students and their families to share information about their course(s) and classroom.

Information about school events will be shared through weekly newsletters, social media, and ConnectEd calls.

Perceptions Strengths

Safety

Academics

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus needs to build trust amongst the community by promoting inclusivity and gaining a reputation of excellence.   **Root Cause:** Change in leadership and staffing causes for a reset in culture and traditions.

Problem Statement 2: Students need to be celebrated more for their hard work and accomplishments.   **Root Cause:** Not enough pep rallies and celebrations. Traditions need to be created.

Problem Statement 3: Staff members need to be celebrated more for their hard work and accomplishments.   **Root Cause:** Not enough teambuilding.

Problem Statement 4: Parents need support in understanding the challenging state academic standards and in identifying opportunities to engage with the school as partners in the education of their child.

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 using proven high-yield instructional strategies, making data-driven decisions and formulating timely and appropriate interventions, 80% of Algebra I students will score at or exceed "approaches"; 45% will score at or exceed "meets"; and, 25% will score at or exceed "masters" as measured by the Algebra I STAAR EOC.

High Priority

Evaluation Data Sources: Teacher formative and summative assessment data
CUA data
STAAR data

Strategy 1 Details
Strategy 1: Utilize targeted small group and online instruction and tutoring for at-risk and failing students during targeted before, during, and after school tutoring sessions in math.
Strategy's Expected Result/Impact: Improved assessment scores due to targeted intervention for each student. Exposure to technology will allow students to practice online test taking strategies.
Staff Responsible for Monitoring: Teachers   Teacher Leads   Assistant Principals   CIS
TEA Priorities: Build a foundation of reading and math   **- Targeted Support Strategy - Additional Targeted Support Strategy**
Problem Statements: Student Learning 3
Funding Sources: Instructional Supplies for Algebra I Tutoring to include additional lab supplies such as paper, pencils, math manipulatives, etc. - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $2,500, Technology items to support at-risk students with online interventions and virtual tutoring - 166 - State Comp Ed - 166.11.6398.00.015.24.AR0 - $11,465, Headphones to support at-risk students with online interventions and virtual tutoring - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $4,000, Charging Cart(s) for technology used during intervention and tutoring - 166 - State Comp Ed - 166.11.6394.00.015.24.AR0 - $2,000

Strategy 2 Details

Strategy 2: Math teachers will conduct an Algebra I boot camp prior to the administration of the STAAR test to review concepts and test-taking strategies. Algebra I Bootcamps will provide targeted support for Black, Hispanic, ESL, SPED, and at-risk students.

> **Strategy's Expected Result/Impact:** Students will be more prepared and be more confident in their test-taking abilities.
>
> **Staff Responsible for Monitoring:** Assistant Principal
> CIS
> Teachers
>
> **TEA Priorities:**
> Build a foundation of reading and math
>
> **Problem Statements:** Student Learning 3, 9
>
> **Funding Sources:** Instructional Supplies for Algebra I Boot Camp - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $5,050

Strategy 3 Details

Strategy 3: CHS will utilize lead teachers for the purpose of gathering and disaggregating data for core content areas.

> **Strategy's Expected Result/Impact:** Improved instruction
> Increase in data-driven decisions
>
> **Staff Responsible for Monitoring:** CIS
> Teacher Lead
> Curriculum Director
> Principal
>
> **TEA Priorities:**
> Recruit, support, retain teachers and principals, Build a foundation of reading and math
>
> **Problem Statements:** Student Learning 3, 9

Strategy 4 Details

Strategy 4: CHS will hold Late-Night-Library weekly for 30 weeks for students to receive additional tutoring, reteaching and homework help from teachers. Late-Night-Library will also provide opportunities for enrichment activities focusing on test-taking strategies in order to increase mastery levels.

> **Strategy's Expected Result/Impact:** Decrease in failure rate
> Increase in meets and mastery levels on state assessments
>
> **Staff Responsible for Monitoring:** CIS
> Curriculum Director
> Administration
> Teachers
>
> **TEA Priorities:**
> Build a foundation of reading and math
>
> **Problem Statements:** Student Learning 1, 2, 3, 7, 8, 9, 10
>
> **Funding Sources:** 1 Teacher; twice per week for 30 weeks of Late-Night-Library - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $3,600

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: STAAR EOC data for English I shows that only 18% of students served under special education, 36% of ESL, and 42% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 2: STAAR EOC data for English II shows that only 18% of students served under special education, 20% of ESL, and 42% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 3: STAAR EOC data for Algebra I shows that only 9% of students served under special education, 20% of ESL, and 22% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 7: STAAR EOC data for English I shows that only 48% of Black or African American students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 8: STAAR EOC data for English II shows that only 52% of Black or African American and 53% of Hispanic/Latino students were able to reach "Meets." **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 9: STAAR EOC data for Algebra I shows that only 28% of Black or African American and 33% of Hispanic/Latino students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 10: STAAR EOC data for Biology I shows that only 57% of Black or African American and 64% of Hispanic/Latino students were able to reach "Meets." **Root Cause**: Need for increased scaffolding and support in the classroom.

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 using proven high-yield instructional strategies, making data-driven decisions and formulating timely and appropriate interventions, 85% of English I students will score at or exceed "approaches"; 65% will score at or exceed "meets"; and, 15% will score at or exceed "masters" as measured by the English I STAAR EOC.

High Priority

Evaluation Data Sources: Teacher formative and summative assessment data
CUA data
STAAR data

Strategy 1 Details
Strategy 1: Targeted small group and online instruction and tutoring for ESL, Sped, and at-risk students during targeted before, during, and after school tutoring sessions in RLA.
Strategy's Expected Result/Impact: Improved assessment scores due to targeted intervention for each student. Exposure to technology will allow students to practice online test taking strategies.
Staff Responsible for Monitoring: Teachers   Teacher Leads   Assistant Principals   CIS
TEA Priorities: Build a foundation of reading and math   **- Targeted Support Strategy - Additional Targeted Support Strategy**   **Problem Statements:** Student Learning 1   **Funding Sources:** Instructional Supplies for English I Tutoring - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $2,500

Strategy 2 Details
Strategy 2: Writing across the curriculum will be incorporated. Core Area content areas will integrate critical writing 3-5 times per week; Elective courses will integrate critical writing 1-3 times per week.
Strategy's Expected Result/Impact: Increase in overall student performance and sub populations
Staff Responsible for Monitoring: Teachers   Administrators   CIS
TEA Priorities: Build a foundation of reading and math   **Problem Statements:** Student Learning 1, 7

Strategy 3 Details

Strategy 3: ELA teachers will conduct an English I boot camp prior to the administration of the STAAR test to review concepts and test-taking strategies. ELA Bootcamps will provide targeted support for Black, Hispanic, ESL, SPED, and at-risk students.

Strategy's Expected Result/Impact: Students will be more prepared and be more confident in their test-taking abilities.

Staff Responsible for Monitoring: Assistant Principal
CIS
Teachers

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1, 7

Funding Sources: Instructional Supplies for English I Boot Camp - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $5,050

Strategy 4 Details

Strategy 4: CHS will utilize lead teachers for the purpose of gathering and disaggregating data for core content areas.

Strategy's Expected Result/Impact: Improved instruction
Increase in data-driven decisions

Staff Responsible for Monitoring: CIS
Teacher Lead
Curriculum Director
Principal

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1, 7

Strategy 5 Details

Strategy 5: CHS will hold Late-Night-Library weekly for 30 weeks for students to receive additional tutoring, reteaching and homework help from teachers. Late-Night-Library will also provide opportunities for enrichment activities focusing on test-taking strategies in order to increase mastery levels.

Strategy's Expected Result/Impact: Decrease in failure rate
Increase in meets and mastery levels on state assessments

Staff Responsible for Monitoring: CIS
Curriculum Director
Administration
Teachers

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 1 Teacher for 30 weeks of Late-Night-Library - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $3,600

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: STAAR EOC data for English I shows that only 18% of students served under special education, 36% of ESL, and 42% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 2: STAAR EOC data for English II shows that only 18% of students served under special education, 20% of ESL, and 42% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 3: STAAR EOC data for Algebra I shows that only 9% of students served under special education, 20% of ESL, and 22% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 7: STAAR EOC data for English I shows that only 48% of Black or African American students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.

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

Performance Objective 3: By using proven high-yield instructional strategies, making data-driven decisions and formulating timely and appropriate interventions, 80% of English II students will score at or exceed "approaches"; 65% will score at or exceed "meets"; and, 20% will score at or exceed "masters" as measured by the English I I STAAR EOC.

High Priority

Evaluation Data Sources: Teacher formative and summative assessment data
CUA data
STAAR data

Strategy 1 Details
Strategy 1: Targeted small group and online instruction and tutoring for ESL, Sped, and at-risk during targeted before, during, and after school tutoring sessions.
Strategy's Expected Result/Impact: Improved assessment scores due to targeted intervention for each student. Exposure to technology will allow students to practice online test taking strategies.
Staff Responsible for Monitoring: Teachers
Teacher Leads
Assistant Principals
CIS
TEA Priorities:
Build a foundation of reading and math
- **Targeted Support Strategy - Additional Targeted Support Strategy**
Problem Statements: Student Learning 2, 8
Funding Sources: Instructional materials to support at-risk students struggling with reading - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $1,600, Reading materials to support at-risk students struggling with reading - 166 - State Comp Ed - 166.11.6329.00.015.24.AR0 - $1,000

Strategy 2 Details
Strategy 2: Writing across the curriculum will be incorporated. Core Area content areas will integrate critical writing 3-5 times per week; Elective courses will integrate critical writing 1-3 times per week.
Strategy's Expected Result/Impact: Increase in overall student performance and sub populations
Staff Responsible for Monitoring: Teachers
Administrators
CIS
TEA Priorities:
Build a foundation of reading and math
Problem Statements: Student Learning 1, 2, 3

Strategy 3 Details

Strategy 3: ELA teachers will conduct an English II boot camp prior to the administration of the STAAR test to review concepts and test-taking strategies. ELA bootcamps will provide targeted support for Black, Hispanic, ESL, SPED, and at-risk students.

    Strategy's Expected Result/Impact: Students will be more prepared and be more confident in their test-taking abilities.

    Staff Responsible for Monitoring: Assistant Principal
CIS
Teachers

    TEA Priorities:
Build a foundation of reading and math

    Problem Statements: Student Learning 2, 8

    Funding Sources: Instructional Supplies for English II Boot Camp - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $4,000

Strategy 4 Details

Strategy 4: CHS will utilize lead teachers for the purpose of gathering and disaggregating data for core content areas.

    Strategy's Expected Result/Impact: Improved instruction
Increase in data-driven decisions

    Staff Responsible for Monitoring: CIS
Teacher Lead
Curriculum Director
Principal

    Problem Statements: Student Learning 1, 2

Strategy 5 Details

Strategy 5: CHS will hold Late-Night-Library weekly for 30 weeks for students to receive additional tutoring, reteaching and homework help from teachers. Late-Night-Library will also provide opportunities for enrichment activities focusing on test-taking strategies in order to increase mastery levels.

    Strategy's Expected Result/Impact: Decrease in failure rate
Increase in meets and mastery levels on state assessments

    Staff Responsible for Monitoring: CIS
Curriculum Director
Administration
Teachers

    Problem Statements: Student Learning 2, 8

    Funding Sources: 1 Teacher for 30 weeks of Late-Night-Library - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $3,600

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: STAAR EOC data for English I shows that only 18% of students served under special education, 36% of ESL, and 42% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.

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Problem Statement 8: STAAR EOC data for English II shows that only 52% of Black or African American and 53% of Hispanic/Latino students were able to reach "Meets." **Root Cause**: Need for increased scaffolding and support in the classroom.

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

Performance Objective 4: By using proven high-yield instructional strategies, making data-driven decisions and formulating timely and appropriate interventions, 92% of Biology students will score at or exceed "approaches"; 75% will score at or exceed "meets"; and, 30% will score at or exceed "masters" as measured by the Biology STAAR EOC.

High Priority

Evaluation Data Sources: Teacher formative and summative assessment data
CUA data
STAAR data

Strategy 1 Details
Strategy 1: Targeted small group and online instruction and tutoring for ESL, Sped, and at-risk students during targeted before, during, and after school tutoring sessions in Science.
Strategy's Expected Result/Impact: Improved assessment scores due to targeted intervention for each student. Exposure to technology will allow students to practice online test taking strategies.
Staff Responsible for Monitoring: Teachers Teacher Leads Assistant Principals CIS
TEA Priorities: Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 6, 10 **Funding Sources:** Instructional Supplies for Biology Tutoring - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $2,500

Strategy 2 Details
Strategy 2: Writing across the curriculum will be incorporated. Core Area content areas will integrate critical writing 3-5 times per week.
Strategy's Expected Result/Impact: Increase in overall student performance and sub populations
Staff Responsible for Monitoring: Teachers Administrators CIS
Problem Statements: Student Learning 6, 10

Strategy 3 Details

Strategy 3: Science teachers will conduct a Biology boot camp prior to the administration of the STAAR test to review concepts and test-taking strategies. Biology I Bootcamps will provide targeted support for Black, Hispanic, ESL, SPED, and at-risk students.

    Strategy's Expected Result/Impact: Students will be more prepared and be more confident in their test-taking abilities.

    Staff Responsible for Monitoring: Assistant Principal

CIS

Teachers

    Problem Statements: Student Learning 6, 10

    Funding Sources: Instructional Supplies for Biology Boot Camp - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $4,000

Strategy 4 Details

Strategy 4: CHS will utilize lead teachers for the purpose of gathering and disaggregating data for core content areas.

    Strategy's Expected Result/Impact: Improved instruction

Increase in data-driven decisions

    Staff Responsible for Monitoring: CIS

Teacher Lead

Curriculum Director

Principal

    Problem Statements: Student Learning 6, 10

Strategy 5 Details

Strategy 5: CHS will hold Late-Night-Library weekly for 30 weeks for students to receive additional tutoring, reteaching and homework help from teachers. Late-Night-Library will also provide opportunities for enrichment activities focusing on test-taking strategies in order to increase mastery levels.

    Strategy's Expected Result/Impact: Decrease in failure rate

Increase in meets and mastery levels on state assessments

    Staff Responsible for Monitoring: CIS

Curriculum Director

Administration

Teachers

    Problem Statements: Student Learning 6, 10

    Funding Sources: 1 Teacher for 30 weeks of Late-Night-Library - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $3,600

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 6: STAAR EOC data for Biology shows that only 26% of students served under special education, 43% of ESL, and 49% of at risk students were able to reach "Meets." **Root Cause**: Need for increased scaffolding and support in the classroom.

Student Learning
Problem Statement 10: STAAR EOC data for Biology I shows that only 57% of Black or African American and 64% of Hispanic/Latino students were able to reach "Meets." **Root Cause**: Need for increased scaffolding and support in the classroom.

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

Performance Objective 5: By using proven high-yield instructional strategies, making data-driven decisions and formulating timely and appropriate interventions, 100% of U.S. History students will score at or exceed "approaches"; 85% will score at or exceed "meets"; and, 50% will score at or exceed "masters" as measured by the U.S. History STAAR EOC.

High Priority

Evaluation Data Sources: Teacher formative and summative assessment data
CUA data
STAAR data

Strategy 1 Details
Strategy 1: Writing across the curriculum will be incorporated. Core Area content areas will integrate critical writing 3-5 times per week; Elective courses will integrate critical writing 1-3 times per week.

Strategy's Expected Result/Impact: Increase in overall student performance and sub populations
    Staff Responsible for Monitoring: Teachers
Administrators
CIS
 	
    Problem Statements: Student Learning 1, 2

Strategy 2 Details
Strategy 2: US History teachers will conduct a US History boot camp prior to the administration of the STAAR test to review concepts and test-taking strategies. US History Bootcamps will provide targeted support for Black, Hispanic, ESL, SPED, and at-risk students.

Strategy's Expected Result/Impact: Students will be more prepared and be more confident in their test-taking abilities.
    Staff Responsible for Monitoring: Assistant Principal
CIS
Teachers
 	
    Funding Sources: Instructional Supplies for US History Boot Camp - 166 - State Comp Ed - 166.11.6399.00.015.24.AR0 - $4,000

Strategy 3 Details

Strategy 3: CHS will utilize one teacher lead for the purpose of gathering and disaggregating data for all 4 core content areas.

    Strategy's Expected Result/Impact: Improved instruction

Increase in data-driven decisions

    Staff Responsible for Monitoring: CIS

Teacher Lead

Curriculum Director

Principal

Strategy 4 Details

Strategy 4: CHS will hold Late-Night-Library weekly for 30 weeks for students to receive additional tutoring, reteaching and homework help from teachers. Late-Night-Library will also provide opportunities for enrichment activities focusing on test-taking strategies in order to increase mastery levels.

    Strategy's Expected Result/Impact: Decrease in failure rate

Increase in meets and mastery levels on state assessments

    Staff Responsible for Monitoring: CIS

Curriculum Director

Administration

Teachers

    Funding Sources: 1 Teacher for 30 weeks of Late-Night-Library - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $3,600

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: STAAR EOC data for English I shows that only 18% of students served under special education, 36% of ESL, and 42% of at risk students were able to reach "Meets." **Root Cause**: Need for increased scaffolding and support in the classroom.

Problem Statement 2: STAAR EOC data for English II shows that only 18% of students served under special education, 20% of ESL, and 42% of at risk students were able to reach "Meets." **Root Cause**: Need for increased scaffolding and support in the classroom.

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

Performance Objective 6: 75% of students in special populations such as SPED, ELL, and economically disadvantaged will show growth in all content areas for the school year.

    Evaluation Data Sources: MAP scores
CUA data
STAAR scores

Strategy 1 Details
Strategy 1: Campus ELL teacher will provide support through push in and pull out classes and ensure proper implementation of strategies and supports for ELLs by providing classroom teachers with tools and strategies to meet the needs of ELLs at all levels of proficiency.
Strategy's Expected Result/Impact: Growth in TELPAS, EOCs and report card grades.
Staff Responsible for Monitoring: ELL teacher   LPAC Administrator
Problem Statements: Student Learning 3
Funding Sources: ELL Reading Materials - 165/ES0 - ELL - 165.11.6329.00.015.25.ES0 - $568, ELPS Flip Books for teachers which provide strategies for ELL language proficiency - 165/ES0 - ELL - 165.11.6399.00.015.25.ES0 - $3,900, ELL Instructional Supplies and Manipulatives - 165/ES0 - ELL - 165.11.6399.00.015.25.ES0 - $1,342

Strategy 2 Details
Strategy 2: CHS 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 identified as at-risk will visit multiple college campuses throughout their 4 years at CHS increasing college and career readiness.
Staff Responsible for Monitoring: Principal   Assistant Principals   AVID Coordinator   At-Risk Counselor
TEA Priorities: Connect high school to career and college
Problem Statements: Student Learning 1, 2, 3, 6

Strategy 3 Details

Strategy 3: CHS will design and implement a Camp for incoming 9th grade students transitioning to high school. The At-Risk Program team will develop and provide additional components within the camp that target the needs of our at-risk and Educationally Disadvantaged students.

> **Strategy's Expected Result/Impact:** The 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
>
> **TEA Priorities:**
> Build a foundation of reading and math
> - **Targeted Support Strategy**
> **Problem Statements:** Student Learning 1, 2, 3, 6
> **Funding Sources:** At-Risk Camp Tutors/Leaders - 166 - State Comp Ed - 166.11.6118.CA.015.24.AR0 - $4,000

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: STAAR EOC data for English I shows that only 18% of students served under special education, 36% of ESL, and 42% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.

Problem Statement 2: STAAR EOC data for English II shows that only 18% of students served under special education, 20% of ESL, and 42% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.

Problem Statement 3: STAAR EOC data for Algebra I shows that only 9% of students served under special education, 20% of ESL, and 22% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.

Problem Statement 6: STAAR EOC data for Biology shows that only 26% of students served under special education, 43% of ESL, and 49% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.

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

Performance Objective 7: Grow our AP and Dual Credit population from 20% to 30% by the start of the 2023-2024 school year.

Evaluation Data Sources: AP test scores
AP & Dual Credit class grades
Enrollment in AP and Dual Credit classes

Strategy 1 Details
Strategy 1: Provide an iPad cart for specific use in AP and Dual Credit classes for students to access needed resource materials and practice tests.
Strategy's Expected Result/Impact: Students will earn a qualifying score on AP exams and pass Dual Credit courses.
Staff Responsible for Monitoring: AP Teachers CIS CD
Problem Statements: Student Learning 4, 5
Funding Sources: iPad bundle - 30 iPads - 177 - Gifted/Talented - 177.11.6398.00.015.21.000 - $10,590, Anywhere Cart - 177 - Gifted/Talented - 177.11.6394.00.015.21.000 - $3,000, iPad cases - 177 - Gifted/Talented - 177.11.6399.00.015.21.000 - $3,000, Instructional supplies to support students with advanced course work - 177 - Gifted/Talented - 177.11.6399.00.015.21.000 - $6,510

Strategy 2 Details
Strategy 2: Create an AP and Dual Credit Ambassador program led by teachers to utilize students to promote the success and benefits of taking advanced and rigorous classes.
Strategy's Expected Result/Impact: The number of students taking AP and Dual Credit classes will grow by 6%.
Staff Responsible for Monitoring: AP teachers CIS CD
Problem Statements: Student Learning 4

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 4: Parents and their students do not know about accelerated academic programs and advancement opportunities available at the high school level or do not recognize the benefits of advanced placement opportunities for advanced and/or GT students.   **Root Cause**: Counselors need to address this in 8th grade through Naviance.
Problem Statement 5: Parents and students expect the level, opportunities and resources of CTE classes to be equal to those at established campuses.   **Root Cause**: CTE department needs have not yet been determined and will need resources and support to build it's programs.

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

Performance Objective 8: By providing resources for CTE students to be future ready and access to real-world experiences inside and outside the classroom, the CTE department will meet and/or exceed the level of course offerings, resources and industry specific certifications as the other high schools in the district within 3 school years.

    Evaluation Data Sources: Industry Based Certifications
Growth in CTE enrollment
CTE course offerings

Strategy 1 Details
Strategy 1: Provide access to course and industry specific professional development for teachers.

Strategy's Expected Result/Impact: CTE teachers will have access to the latest industry specific trainings.
    Staff Responsible for Monitoring: CTE dept lead
Curriculum Director
Principal
 	
    Problem Statements: Student Learning 5
    Funding Sources: Professional Development for CTE Teachers - 163 - Career & Technical Education (CTE) - 163.13.6411.00.015.22.000 - $12,000

Strategy 2 Details
Strategy 2: CTE teachers will have access to resources to support their specific course needs. Students will learn about the industry-based certifications offered in their program of study during instruction. They will also learn about the requirements for obtaining these certifications, such as meeting a specified number of instructional hours. Students will participate in events and instructional experiences related to their program of study/endorsement/or CTSO beyond the normal school day.

Strategy's Expected Result/Impact: Students will benefit from the real-world experiences in their CTE classroom.
    Students participating in programs offering industry based certifications will successfully obtain the certifications.
    Staff Responsible for Monitoring: CTE Teachers
Curriculum Director
Principal
 	
    Problem Statements: Student Learning 5
    Funding Sources: Industry specific instructional supplies - 163 - Career & Technical Education (CTE) - 163.11.6399.00.015.22.000 - $69,980, Student Competitions - 163 - Career & Technical Education (CTE) - 163.36.6412.HL.015.22.000 - $6,000, Students CTSO Memberships - 163 - Career & Technical Education (CTE) - 163.36.6495.xx.015.22.xxx - $2,020

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 5: Parents and students expect the level, opportunities and resources of CTE classes to be equal to those at established campuses.   **Root Cause**: CTE department needs have not yet been determined and will need resources and support to build it's programs.

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

Performance Objective 9: By making a concentrated effort to target students who have not reached the CCMR Indicator, CHS will achieve the goal of 80% or more graduating seniors who have achieved this indicator.

    Evaluation Data Sources: CCMR data

Strategy 1 Details
Strategy 1: Seniors who have not met CCMR by the first day of school will be enrolled in college prep math and/or English in order to meet this indicator.
Strategy's Expected Result/Impact: The number of seniors who meet CCMR will increase.
Staff Responsible for Monitoring: Curriculum Director
Senior Counselor
Problem Statements: Student Learning 4 - School Processes & Programs 1

Strategy 2 Details
Strategy 2: Seniors will not be allowed an off-period or off-campus senior option at lunch without meeting CCMR.
Strategy's Expected Result/Impact: The number of seniors who meet CCMR will increase.
Staff Responsible for Monitoring: Curriculum Director
Senior Counselor
Problem Statements: School Processes & Programs 1 - Perceptions 1

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 4: Parents and their students do not know about accelerated academic programs and advancement opportunities available at the high school level or do not recognize the benefits of advanced placement opportunities for advanced and/or GT students.   **Root Cause**: Counselors need to address this in 8th grade through Naviance.

School Processes & Programs
Problem Statement 1: Some processes and programs will need to be created to support the continued growth of the campus.   **Root Cause**: Campus reset after many changes to leadership and staff.

Perceptions
Problem Statement 1: The campus needs to build trust amongst the community by promoting inclusivity and gaining a reputation of excellence.   **Root Cause**: Change in leadership and staffing causes for a reset in culture and traditions.

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: Administration will be 95% staffed by the start of the new instructional year with a balance of internal transfer staff and staff new to education or from outside the district.

Evaluation Data Sources: Human resources data
FTE data

Strategy 1 Details
Strategy 1: Administration and campus lead teachers will make hires focused on our core values.
Strategy's Expected Result/Impact: The campus will be appropriately staffed with staff members who will help facilitate a campus culture of high expectations.
Staff Responsible for Monitoring: Principal
Assistant Principals
Problem Statements: Demographics 1, 3 - School Processes & Programs 1 - Perceptions 1

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus culture and traditions need to be established.   **Root Cause**: There were many changes in leadership and in staff .
Problem Statement 3: Several campus staff members need to be hired due to a shortage in the field of education.   **Root Cause**: There were many changes in leadership and a delayed hiring process.

School Processes & Programs
Problem Statement 1: Some processes and programs will need to be created to support the continued growth of the campus.   **Root Cause**: Campus reset after many changes to leadership and staff.

Perceptions
Problem Statement 1: The campus needs to build trust amongst the community by promoting inclusivity and gaining a reputation of excellence.   **Root Cause**: Change in leadership and staffing causes for a reset in culture and traditions.

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: All teachers and staff members at Chaparral High School will have access to high quality professional development and will have the maximum opportunity to engage in effective professional practice which will be supported through the availability of adequate resources both material and through team-support.

> **Evaluation Data Sources:** End of Year staff training data and a scores on STAAR, MAPS and report cards to show growth/improvement.

Strategy 1 Details
Strategy 1: Teachers and staff responsible for providing supplemental support to at risk students will have access to personalized professional development which targets at-risk student learning. Teachers will choose an approved course which focuses on addressing student learning loss.
Strategy's Expected Result/Impact: Teachers will be better equipped to meet the needs of at-risk students through specific professional development for their content area.
Staff Responsible for Monitoring: CIS Curriculum Director
Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 6, 7, 8, 9, 10 - School Processes & Programs 1
Funding Sources: Approved Workshops and conferences for PD to meet the needs of at-risk students - 166 - State Comp Ed - 166.13.6411.00.015.24.AR0 - $18,000, Approved Workshops and conferences for PD to meet the needs of at-risk students - Admin - 166 - State Comp Ed - 166.23.6411.00.015.24.AR0 - $2,500, Approved Workshops and conferences for PD to meet the needs of at-risk students - SEL Specialist - 166 - State Comp Ed - 166.31.6411.00.015.24.AR0 - $1,500

Strategy 2 Details
Strategy 2: Core teachers in EOC tested subjects will be provided an additional planning 1/2 day each semester in addition to the regular in-service days to identify and integrate learning goals /targets, redesign learning, and study the TRS curriculum documents, CFA 2.0 documents, analyze Lead4Ward reports, and KISD's 3 Essentials plus 1 plan for instructional excellence in order to plan activities for all core subjects through GRR. Teachers will plan for common, formative, and summative assessments to guide future instruction and drive intervention processes.
Strategy's Expected Result/Impact: Increased scores on all assessments
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Curriculum Department
TEA Priorities: Build a foundation of reading and math - **Targeted Support Strategy**
Problem Statements: Student Learning 1, 2, 3, 6
Funding Sources: Substitutes for Planning Days - 166 - State Comp Ed - 166.11.6116.00.015.24.AR0 - $5,000

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Several campus staff members need to be hired due to a shortage in the field of education.   **Root Cause**: There were many changes in leadership and a delayed hiring process.

Student Learning
Problem Statement 1: STAAR EOC data for English I shows that only 18% of students served under special education, 36% of ESL, and 42% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 2: STAAR EOC data for English II shows that only 18% of students served under special education, 20% of ESL, and 42% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 3: STAAR EOC data for Algebra I shows that only 9% of students served under special education, 20% of ESL, and 22% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 6: STAAR EOC data for Biology shows that only 26% of students served under special education, 43% of ESL, and 49% of at risk students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 7: STAAR EOC data for English I shows that only 48% of Black or African American students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 8: STAAR EOC data for English II shows that only 52% of Black or African American and 53% of Hispanic/Latino students were able to reach "Meets." **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 9: STAAR EOC data for Algebra I shows that only 28% of Black or African American and 33% of Hispanic/Latino students were able to reach "Meets."   **Root Cause**: Need for increased scaffolding and support in the classroom.
Problem Statement 10: STAAR EOC data for Biology I shows that only 57% of Black or African American and 64% of Hispanic/Latino students were able to reach "Meets." **Root Cause**: Need for increased scaffolding and support in the classroom.

School Processes & Programs
Problem Statement 1: Some processes and programs will need to be created to support the continued growth of the campus.   **Root Cause**: Campus reset after many changes to leadership and staff.

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 3: Chaparral High School will create and maintain a culture in which all staff feel valued and appreciated.

    Evaluation Data Sources: Campus Climate Surveys

Strategy 1 Details
Strategy 1: CHS will hold a minimum of two staff social gatherings.
Strategy's Expected Result/Impact: Foster a culture of belonging.
Staff Responsible for Monitoring: Campus Admin Team
Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Strategy 2 Details
Strategy 2: Principal will communicate three times per week through DL - staff wide emails.
Strategy's Expected Result/Impact: All staff will feel connected and aware of what is happening on campus.
Staff Responsible for Monitoring: Principal Admin Team

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Campus culture and traditions need to be established.   **Root Cause**: There were many changes in leadership and in staff .

School Processes & Programs
Problem Statement 1: Some processes and programs will need to be created to support the continued growth of the campus.   **Root Cause**: Campus reset after many changes to leadership and staff.

Perceptions
Problem Statement 1: The campus needs to build trust amongst the community by promoting inclusivity and gaining a reputation of excellence.   **Root Cause**: Change in leadership and staffing causes for a reset in culture and traditions.

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

Performance Objective 1: CHS administration and teachers will engage in regular communication with parents.

> **Evaluation Data Sources:** Teacher websites
> Teacher newsletters
> Campus newsletters
> Weekly emails
> Phone logs

Strategy 1 Details
Strategy 1: The principal will send through mass communication a weekly newsletter for parents which includes weekly events and reminders of campus expectations.
Strategy's Expected Result/Impact: Parents will feel more connected to the campus and their student's educational environment.
Staff Responsible for Monitoring: Principal
Admin Team
Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1, 2

Strategy 2 Details
Strategy 2: Teachers will communicate at least twice per grading period with parents/guardians of students who are failing their class and return most parent phone calls/emails within 24 school hours.
Strategy's Expected Result/Impact: Parent and teacher relationships will strengthen.
Parents will be more informed.
Staff Responsible for Monitoring: Administration
Principal
Problem Statements: School Processes & Programs 1 - Perceptions 1

Strategy 3 Details
Strategy 3: CHS will create an AP Ambassador program to communicate the benefits of Advanced Placement coursework to students and parents.
Strategy's Expected Result/Impact: Advanced Placement program will grow and students will be better prepared for the rigor of college.
Staff Responsible for Monitoring: AP Teachers
CIS
Counselors
Administration
Problem Statements: Student Learning 4

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus culture and traditions need to be established.   **Root Cause**: There were many changes in leadership and in staff .
Student Learning
Problem Statement 4: Parents and their students do not know about accelerated academic programs and advancement opportunities available at the high school level or do not recognize the benefits of advanced placement opportunities for advanced and/or GT students.   **Root Cause**: Counselors need to address this in 8th grade through Naviance.
School Processes & Programs
Problem Statement 1: Some processes and programs will need to be created to support the continued growth of the campus.   **Root Cause**: Campus reset after many changes to leadership and staff.
Perceptions
Problem Statement 1: The campus needs to build trust amongst the community by promoting inclusivity and gaining a reputation of excellence.   **Root Cause**: Change in leadership and staffing causes for a reset in culture and traditions.
Problem Statement 2: Students need to be celebrated more for their hard work and accomplishments.   **Root Cause**: Not enough pep rallies and celebrations. Traditions need to be created.

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

Performance Objective 2: CHS will provide opportunities for parents of students in special populations such as SPED, ELL and economically disadvantaged to engage in their student's education.

    Evaluation Data Sources: Parent surveys

Strategy 1 Details
Strategy 1: ELL Teacher and LPAC Administrator will hold a parent night for parents/guardians of LEP students.
Strategy's Expected Result/Impact: Parents will understand state and local graduation requirements. Parents will support their students.
Staff Responsible for Monitoring: ELL Teacher LPAC Administrator At-risk Counselor
Problem Statements: Student Learning 3 - Perceptions 1, 4
Funding Sources: Snacks for EB parent night to encourage participation - 263 - ESEA, Title III Part A - 263.61.6499.LE.015.25.000 - $300, Supplies for EB parent night - 263 - ESEA, Title III Part A - 263.61.6399.LE.015.25.000 - $945

Strategy 2 Details
Strategy 2: SPED Coordinator and case managers will regularly communicate with teachers to ensure proper supports are in place for SPED students' specific IEPs and share these supports with parents/guardians.
Strategy's Expected Result/Impact: Increased SPED student progress and achievement.
Staff Responsible for Monitoring: SPED Coordinator Case Managers Administration
Problem Statements: Student Learning 3 - Perceptions 4

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: STAAR EOC data for Algebra I shows that only 9% of students served under special education, 20% of ESL, and 22% of at risk students were able to reach "Meets." **Root Cause**: Need for increased scaffolding and support in the classroom.

Perceptions
Problem Statement 1: The campus needs to build trust amongst the community by promoting inclusivity and gaining a reputation of excellence. **Root Cause**: Change in leadership and staffing causes for a reset in culture and traditions.

Perceptions
Problem Statement 4: Parents need support in understanding the challenging state academic standards and in identifying opportunities to engage with the school as partners in the education of their child.

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

Performance Objective 3: Principal will meet with campus leadership, teachers, staff, students and parents to collect feedback on creating a culture which fosters Bobcat P.R.I.D.E: Passion, Respect, Innovation, Diversity, and Excellence.

    Evaluation Data Sources: Climate surveys - staff, student and parent

Strategy 1 Details
Strategy 1: Student advisory committee will be created to gain student input.
Strategy's Expected Result/Impact: Students will feel vested and connected in the culture of the school.
Staff Responsible for Monitoring: Principal
Counselors
Problem Statements: Perceptions 2

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Students need to be celebrated more for their hard work and accomplishments.   **Root Cause**: Not enough pep rallies and celebrations. Traditions need to be created.

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: Chaparral High School will formulate and implement a comprehensive plan of action to assure that students and staff members are connected to the campus, that an atmosphere of learning and scholarship is maintained, and that students, staff and visitors feel welcomed and safe while on campus.

Evaluation Data Sources: Year end discipline data indicating a static or decrease in discipline occurrences. Disciplinary Alternative Education Placements will be limited to mandatory placements and less than 1% of total student population discretionary placements.

Strategy 1 Details
Strategy 1: Staff members serving at-risk students and at-risk students will participate in Challenge Day to provides at risk students and adults with tools to tear down the walls of separation, and inspire participants to live, study, and work in an encouraging environment of acceptance, love, and respect.

Strategy's Expected Result/Impact: Teachers will receive practical applications to help the social-emotional needs of at-risk students to support student success at school and in their personal lives.
     Staff Responsible for Monitoring: At-risk counselor
 Counselors
 Administration
 	
     Problem Statements: Demographics 1 - Perceptions 1, 2
     Funding Sources: Challenge Day presenters to work with teachers of At-risk students - 166 - State Comp Ed - 166.13.6299.00.015.24.AR0 - $3,000, Challenge Day presenters to work with at risk students - 166 - State Comp Ed - 166.11.6299.00.015.24.AR0 - $3,000

Strategy 2 Details
Strategy 2: CHS will create a discipline matrix which will be followed by all administration and monitored weekly.

Strategy's Expected Result/Impact: Discipline will be consistent among all grade levels.
     Staff Responsible for Monitoring: Discipline Coordinator
 Assistant Principals
 Principal
 	
     Problem Statements: School Processes & Programs 1

Strategy 3 Details

Strategy 3: CHS will utilize Restorative Practices in the disciplinary process which will include personal accountability/responsibility, reflection and growth.
    Strategy's Expected Result/Impact: Incidents which result in out of placement discipline will decline.
    Staff Responsible for Monitoring: R&G Monitor (ISS)
Assistant Principals
Counselors
Principal
 	
    Problem Statements: School Processes & Programs 1

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus culture and traditions need to be established.   **Root Cause**: There were many changes in leadership and in staff .
School Processes & Programs
Problem Statement 1: Some processes and programs will need to be created to support the continued growth of the campus.   **Root Cause**: Campus reset after many changes to leadership and staff.
Perceptions
Problem Statement 1: The campus needs to build trust amongst the community by promoting inclusivity and gaining a reputation of excellence.   **Root Cause**: Change in leadership and staffing causes for a reset in culture and traditions.
Problem Statement 2: Students need to be celebrated more for their hard work and accomplishments.   **Root Cause**: Not enough pep rallies and celebrations. Traditions need to be created.

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

Performance Objective 1: Stakeholders and decision-making entities at Chaparral High School will use resources (both financial and personnel) to maximize and support classroom instruction and student success.

Evaluation Data Sources: Year-end budget summary

Strategy 1 Details
Strategy 1: CHS leadership teams will meet regularly in Site Based Decision Meetings to determine the best use of resources and maximize student success.   **Strategy's Expected Result/Impact:** Teachers will feel supported.   Resources and student success will be maximized.   **Staff Responsible for Monitoring:** Admin team   **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1

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2023-2024 SBDM (HS)

Committee Role	Name	Position
Administrator	Nino Etienne	Principal
Classroom Teacher	Sandra Maranto	English/ELAR
Classroom Teacher	Shilo Harris	Math
Classroom Teacher	Shannon Lane	Social Studies
Classroom Teacher	Melissa Thompson	Science
Classroom Teacher	Mallory Hibbert	SPED Teacher
Business Representative	Davonte Brown	Business Representative
Community Representative	Christina Hoke	Community Member
District-level Professional	Michelle Taylor	District-Level Professional
Parent	Rufus Brown	Parent
Classroom Teacher	Amy Brennan	Electives
Classroom Teacher	Katherine Patrick	Electives
Non-classroom Professional	Susan Owen	Attendance Officer/Student Council Advisor
Student	Keriana Davis	Student Council President
Administrator	Shaunta' Bailey	Director of Curriculum and Instruction