

Killeen Independent School District

C.E. Ellison High School

2019-2020 Improvement Plan



Mission Statement

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

Vision

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

Value Statement

Ellison High School embraces the value of Student Connectedness, and the prospects for academic success that it brings. Students who have a personal connection and investment in the success of an extracurricular program at EHS will very likely commit themselves to success in academics, attendance, and conduct.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Ellison High School is a positive example of a diverse campus, as students do not tend to congregate along racial lines, but rather tend to congregate according to common interests, especially common extracurricular commitments. There is not a trend of student conflict along racial lines, which is also a positive sign of a diverse and peaceful student body.

The 2017-2018 TAPR Report for EHS indicates the following demographic data:

Student Population: 2583

African-American: 41.2%

Hispanic: 28.5%

White: 18.9%

American Indian: .6%

Asian: 3.1%

Pacific Islander: 1.5%

2 or more races: 6.3%

Economically Disadvantaged: 39.0%

ELL: 6.0%

At-Risk: 61.5%

Mobility Rate: 19.7%

An analysis of TAPR from 2012 through 2018 shows the largest student sub-population (African American) becoming larger, (38.3% to 41.2%) the second largest student sub-population (Hispanic) also growing larger, (26.1% to 28.5%), and the third largest student sub-population (White) becoming smaller (22.4% to 18.9%). Over the same span of time, a similar shift occurs in the demographic makeup of the teaching staff, though the demographic makeup of the teaching staff is still quite dissimilar to that of the student body:

Teachers:

African-American: 2012: 8.9% 2018: 16.3%

Hispanic: 2012: 11.5% 2018: 14.1%

White: 2012: 72.0% 2018: 63.2%

The staff of EHS is not as diverse as the student body, as indicated in the following data from the EHS TAPR 17-18:

Total Teachers: 142.8

*African-American: 16.3%

*Hispanic: 14.1%

*White: 63.2%

*American Indian: .5%

*2 or More Races: 4.6%

An interesting shift in data is in the area of Student Mobility, which has reduced from 23.4% in 2012 to 19.7% in 2019. This trend of more students remaining stationary throughout a school year at EHS presents a challenge to our long-held paradigm of student mobility being a primary characteristic of our campus.

Demographics Strengths

*Diverse Student Body

*Student body does not demonstrate demographic tension or separate itself according to demographics.

*Diverse staff, though not as diverse as student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students and parents may not perceive that staff is prepared to meet their needs due to demographic differences. **Root Cause:** Though staff demographics have moved towards a more ethnically diverse population, there is a disparity between non-white student population (81.1%) and the non-white staff (36.8%).

Student Academic Achievement

Student Academic Achievement Summary

Most recent STAAR data for EHS shows both encouraging signs, and causes for attention:

ELA I: 26% Meets Standard (w/o factoring in PSAT substitution); 10 % decrease from previous year.

ELA II: 44% Meets Standard; no change from previous year.

Algebra I: 29% Meets Standard (w/o factoring in PSAT substitution); 3% decrease from previous year.

US History: 78% Meets Standard; 7% increase from previous year.

Biology: 54% Meets Standard; 2% increase from previous year.

Ellison High School has a long history of good performance on state assessments. The vision for the future is to maintain good performance, but to increase the percentage of students achieving at the highest levels on state assessments.

STAAR results for the 18-19 school year are as follows:

*English I: Approaches GL: 41% Meets GL: 26% Masters GL: 1%

17-18: Approaches GL: 60% Meets GL: 38% Masters GL: 4%

*English II: Approaches GL: 62% Meets GL: 44% Masters GL: 3%

17-18: Approaches GL: 68% Meets GL: 42% Masters GL: 4%

*Algebra I: Approaches GL: 64% Meets GL: 29% Masters GL: 8%

17-18: Approaches GL: 67% Meets GL: 31% Masters GL: 13%

*Biology: Approaches GL: 84% Meets GL: 54% Masters GL: 17%

17-18: Approaches GL: 84% Meets GL: 52% Masters GL: 16%

*US History: Approaches GL: 95% Meets GL: 78% Masters GL: 43%

17-18: Approaches GL: 93% Meets GL: 70% Masters GL: 36%

A concern is evident in these data, which show a decrease in student performance on some STAAR tests from the 17-18 school year to the 18-19 school year. In addition, the number of students failing multiple courses is high. Our data indicates a need for both academic intervention as well as improved strategies for student motivation.

On a recent Parent Survey (Spring 2019), 60% of respondents agreed that their students are challenged academically at EHS. This number is encouraging, but we would like to see a much higher percentage of positive response to this question in the future.

On the same survey, however, only 35% of respondents indicated they feel informed about the curriculum their students are being taught at EHS. It appears our parents would benefit from being better informed about academic expectations at EHS.

Historically, EHS has performed at an average or below average level on other indicators of student college readiness, such as SAT, ACT, AP, and PSAT. The following data from the EHS TAPR for 17-18 is compelling:

*College, Career, Military Ready Graduates: EHS: 46.4% State Average: 54.2%

*AP Results Above Criterion: EHS: 27.7% State Average: 49.1%

*SAT/ACT Results At/Above Criterion: EHS: 11.1% State Average: 22.3%

EHS is working to improve its performance in these other indicators, in addition to state accountability. The 19-20 school year will bring a continued focus on this broad range of college readiness indicators, and our goal is to become a campus that is known for success across this broad range of college readiness indicators, rather than being known only for success on state assessments. Implementation of ACT and SAT boot camps, and Wake-Up Wednesday will continue. We will be adding Saturday workshops that students will be able to sign up for to enrich their learning in preparation for high stakes testing and college entrance exams.

Helping ELL students improve performance continues to be a concern, as the EHS ELL staff works diligently with students on a day-to-day basis, and guides the EHS staff through the annual TELPAS assessment. STAAR data also provides context, as ELL students are currently showing lower passing percentage on STAAR ELA than the general student population, but are much closer to the general population in Math performance: Reading/ELA: Approaches: All students: 62% ELL students: 48%; Math: All students: 71% ELL students: 71%).

Meeting the needs of GT students is an ongoing concern, in the absence of a separate program for GT students. All teachers are expected to incorporate differentiated lesson planning for GT learners, though it is a common assumption that GT learners are served through the Pre-AP, AP, and Dual Credit curriculum settings. TAPR data from 17-18 indicates that EHS falls far behind the state average in students earning passing scores on AP/IB exams, by a differential of 6% to 20%.

While the overall accountability rating for EHS is a B letter grade, there is a focused concern on the Academic Growth area, in which EHS earned a D letter grade. PLC time will be used to better understand how this grade is calculated, and what strategies EHS can employ to work to improve this specific area of

our accountability.

On a recent Parent Survey (Spring 2019), only 48% of respondents stated they felt confident their student's teachers would initiate contact if the student were struggling academically. EHS staff will visit this question, and plan ways to improve parents' perception of online grade book-keeping, as well as frequency of contact to parents by teachers. On the same survey, 56% stated that teachers were likely to celebrate their student's success, which is encouraging. However, it is important that EHS address parental trust, and work to build it through transparency and celebration of success, as well as forthright collaboration over concerns.

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

Student Academic Achievement Strengths

*History at EHS of average to strong performance on state assessments.

*Currently in "Met Standard" rating.

*High percentage of parents indicate that teachers do respond to parent questions in a timely manner.

*High percentage of parents indicate they believe their students' teachers assign work that is challenging and relevant.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: A decline of (2%) in Meets Grade Level on STAAR performance for Algebra I is evident from the 17-18 to the 18-19 school year among tested students. **Root Cause:** A review of individual teacher results revealed inconsistent performance across the Algebra I team.

Problem Statement 2: A decline of 12% in Meets Grade Level STAAR performance for English I is evident from the 17-18 to the 18-19 school year, and stands in contrast to a 2% gain in Meets Grade Level performance for English II for the same time period. **Root Cause:** A review of individual teacher results revealed inconsistent performance across the English department.

Problem Statement 3: Number of students failing multiple courses is high. **Root Cause:** EHS instructional culture does not consistently understand the

mindset of students who are not independently motivated to succeed academically.

Problem Statement 4: Number of students needing to retest on STAAR is high. **Root Cause:** Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.

Problem Statement 5: ELL students require additional academic support to succeed in course work as well as state testing. **Root Cause:** EHS instructional culture must better account for the ways in which ELL students often experience difficulty bridging gaps in academic language fluency.

Problem Statement 6: EHS teachers struggle to provide differentiated instruction for GT learners. **Root Cause:** EHS instructional strategies do not address GT needs in a separate context; embedded differentiation is required for GT learners. within the classroom setting.

Problem Statement 7: Some CTE teachers may be in need of additional training in CTE concepts. **Root Cause:** Some CTE teachers new to the teaching profession may not be fully ready to implement all aspects of CTE instruction in the classroom.

Problem Statement 8: Many parents express doubt that teachers will contact them if their student is struggling in class. (Survey data: 48% of parent respondents express that they do not feel teachers are likely to contact them if their student is struggling academically.) **Root Cause:** It is difficult for teachers to find the time to contact parents when students are struggling academically.

School Processes & Programs

School Processes & Programs Summary

Ellison High School enjoys a generally positive reputation in the community, as evidenced by the volume of participation and positive nature of comments on the EHS Facebook page.

The scheduling process used at EHS is designed to maximize instructional time for students, and to maximize opportunities for teachers to collaborate together as a PLC. Two commitments stand out in this area: 1) Common planning periods for each content area, and 2) Geographic placement of academic departments within the building to create "communities" of learning in each academic department, rather than a random scattering of content areas throughout the building.

At EHS, a high value is placed on instructional time, and a great deal of effort is spent planning campus procedures to preserve instructional time for teachers and students.

Ellison High School's scheduled PLC meetings will focus on increasing rigor in instruction, and will focus this year on developing teacher familiarity with TTESS.

On a recent Teacher Survey (Spring 2019), 48% of the staff reported believing that disciplinary issues are taken seriously. Staff perception regarding this issue is a concern. While a high percentage of teachers state that they know where to go to report discipline or security concerns, we need to increase the percentage of teachers who affirm that these concerns are taken seriously once reported. A possible source of this concern was the staffing pattern in the Discipline AP office in the 18-19 school year, in which only 3 AP's devoted full time to working Disciplinary referrals. By the latter half of the school year, it became difficult for these 3 AP's to keep up with the volume of disciplinary concerns on campus. For the 19-20 school year, there are 4 Discipline AP's working these issues, which is a staffing decision designed to better meet the need of staff members to see that disciplinary issues are taken seriously.

Hiring and retention of high quality staff is very important to the goals of maintaining a high standard of excellence at EHS. Teachers are sought for their certifications and temperament with regard to the culture of EHS. EHS teachers are expected to maintain a high priority on planning for the time they have their students in class. We make a deliberate effort to limit teacher content preparations on the master board so that teachers have adequate time to prepare for their students and the content they teach.

The EHS TAPR for 17-18 indicates a diversity of experience levels among the teachers at EHS, as follows:

*Beginning Teachers: 8.2%

*1-5 Years' Experience: 29.5%

*6-10 Years' Experience: 16.2%

*11-20 Years' Experience: 33.3%

*Over 20 Years' Experience: 12.8%

At EHS, we have worked to develop a high expectation for quality staff development experiences, and this continues to be a priority. We have invested funds in the past to bring well-known authors to campus to provide PD, as well as sending teachers to attend high-quality PD experiences both inside and outside of KISD. A specific need that should be addressed in the CIP is PD opportunities for teachers and administrators to learn more about serving students from every accountability subgroup.

On a recent Teacher Survey (Spring 2019), 94% of teachers agreed that they feel they are growing in their capacity as lesson planners, and 89% expressed confidence in their understanding of the Gradual Release of Responsibility instructional model. However, only 62% of teachers stated that they value their departmental PLC as a source of assistance with planning. This response prompts curiosity about why there would be such a discrepancy between individual teachers' confidence in their own lesson planning, versus their perception of the importance of the PLC in their planning.

On a recent Parent Survey (Spring 2019) 48% of parents expressed disagreement with the statement "If my student is struggling in a class, I believe his/her teacher will contact me to let me know." 33% expressed agreement with this statement, and 18% were neutral. This feedback indicates to us that it behooves us to analyze our outreach procedures, methods, rhythms, and habits. By contrast, on the same survey, EHS teachers answer with 90% agreement to this statement: "When a student in my class is struggling academically, there is a good chance I will make the time to try to contact the student's parent." The discrepancy between these responses is difficult to interpret, but presents a challenge for the EHS team of teachers and administrators. Are we accurate in our self-perception? How do we account for the fact that many parents believe we are not proactive in communicating with them when their student is struggling?

On a recent Parent Survey (Spring 2019), 60% of parents expressed agreement with the statement "I believe my student is challenged and growing academically at EHS." While this statement is encouraging, the following response seemed to contradict it: Only 35% of parents agreed with the statement: "I feel I am kept up-to-date on the curriculum being taught in my student's classes." One response appears to convey trust in the campus to be delivering instruction of sufficient quality to promote student growth, but the other response seems to convey a sense of being left out of what those curricular decisions actually are.

The PLC process at EHS includes monthly, formal discussion sessions between campus administration and teachers. The process also includes a separate monthly planning session within each teaching department, including only the teachers. This process has, as of yet, not yielded artifacts or data pertaining to implementation of Common Unit Assessments. The absence of this artifact is interpreted as data indicating a lack of priority placed on the CUA's within our PLC process.

The EHS student body is highly informed about the CTE opportunities provided in KISD, as indicated by the high numbers of EHS students who take classes at the KISD Career Center. This is a result of a highly effective information campaign through KISD middle schools, making sure incoming freshmen know what their options are in CTE. However, incoming high school students who did not attend KISD middle schools may not be informed of these opportunities, and are completely dependent upon the campus registration process to make them aware of CTE opportunities.

School Processes & Programs Strengths

*Strong leaders in administrative positions.

*Strong Teacher Leaders in place in the four core content areas.

*Improving process in place to keep track of vacant positions on campus to ensure interviews are held in the most efficient way to avoid losing track of vacant positions.

*Regular PLC infrastructure in place, with improvement needed in the area of common assessment.

*Financial and time commitments in place to bring professional development opportunities to EHS teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some teachers and staff members do not perceive that disciplinary issues are taken seriously **Root Cause:** Less than half (48%) of the teaching staff believe that disciplinary issues are taken seriously.

Problem Statement 2: Less than half (35%) of parents believe they are up to date on curriculum being taught. **Root Cause:** Some lack of clarity regarding who is responsible for curriculum questions, and how best to contact them.

Problem Statement 3: Not all teachers engage in meaningful conversations regarding common assessment data, leading to a reasonable conclusion that CUA's have not been a priority in the PLC. **Root Cause:** The absence of artifacts or data concerning Common Unit Assessments is an indicator that time is not being taken in the PLC context, in a uniform way across the campus, to ensure meaningful discussions regarding common assessment data are taking place. In addition, meaningful discussions regarding plans of actions based on common assessment data are not taking place.

Problem Statement 4: All students need to be aware of CTE opportunities in their high school years, including students who did not attend a KISD middle school. **Root Cause:** While most students who come to EHS from a KISD high school have had exposure to the opportunities afforded them through CTE, it is not always certain that new enrollees from outside KISD have been made aware of CTE opportunities in high school.

Problem Statement 5: On a recent survey, only 62% of teachers stated that they value their departmental PLC as a source of assistance with planning, though a majority of teachers have high confidence in their own lesson planning. **Root Cause:** PLC processes encourage common lesson planning, but follow-through to ensure collaborative lesson planning within each PLC are inconsistent.

Problem Statement 6: Administrators and teachers need ongoing professional development to improve ability to meet the needs of specific accountability subgroups. **Root Cause:** Accountability data continues to necessitate greater familiarity with the performance and needs of different academic subgroups.

Perceptions

Perceptions Summary

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

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

Ellison High School embraces the value of Student Connectedness, and the prospects for academic success that it brings. Students who have a personal connection and investment in the success of an extracurricular program at EHS will very likely commit themselves to success in academics, attendance, and conduct.

Ellison High School has a rich diversity within the student body. Ellison High School maintains the mantra of "student connectedness" as a central theme on our campus. This philosophy centers around the premise that students who are connected to extracurricular clubs, activities and teams have a greater connection to EHS causing them to be emotionally and academically more successful. Determining which students at EHS are just coming to school and going home allows us to speak with this group of disconnected students to try to get them connected to organizations or teams here on campus. Preliminary data indicates that the disconnected pool of students also includes students who are academically unsuccessful. Shrinking this pool of disconnected students greatly enhances our opportunity to increase our connected students, which in turn creates an even more positive school culture. Data continues to be collected to determine the success of connecting our students to extracurricular commitments on campus. It is common for EHS to begin a school year with more than 1/3 (38%) of the student body indicating disconnectedness from the school culture. While this number of disconnected students tends to decline over the school year, the goal is to start with fewer disconnected students each school year. (This portion of summary based on Gallup Student Survey and ongoing Student Connectedness Project, headed up by Assistant Athletic Coordinator.)

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

On our recent Student/Parent Survey (Spring 2019), the following percentages of agreement were seen from students and parents:

*EHS staff treats students with respect: Parents: 64%; Students 46%

*Students can get help from EHS staff when they have a problem: Parents: 63%; Students: 66%

*EHS staff believes in student potential for success: Parents: 67%; Students: 68%

While the same survey indicates (as noted above) that 72% of parents affirm their student is involved in an extracurricular commitment, our goal is to have a 100% positive response to this survey item.

Additional survey data revealed that 73% of teachers believe they make appropriate levels of communication regarding student performance and/or behavior in the classroom. However, only 33% of parents survey agreed that teachers make appropriate levels of communication in these areas.

On a different survey, now three years old, only 41% of respondents stated that they believe the Ellison High School grounds and facilities are "attractive and clean", leaving a majority of 58% who either disagreed, or were neutral on this item. This response indicates a need to refocus attention on the things we can control in this area, i.e., the priorities and time management of our custodial staff. This will be a new focus in the 19-20 school year, and is identified in the Problem Statements in this plan.

On a recent staff/student/parent survey (Spring 2019) it was noted that there is a significant differential between staff members' perceptions of their own respect for students, versus parents' and students' measures of that same respect given by staff members to students. This item appears in a Problem Statement in the CIP.

Perceptions Strengths

- *Campus is committed to equity, belonging, and meaning for all students and staff.
- *Campus offers many ways for students and staff to invest personally in the story of EHS.
- *High percentage of parents indicate their student is involved in extracurricular activities at EHS.
- *High percentage of parents indicate they feel their student is treated with respect by EHS staff.
- *High percentage of parents indicate their student knows at least one staff member at EHS who believes in them and shows they care.
- *High percentage of parents indicate their student knows at least one staff member at EHS who can help them if they have a problem.
- *High percentage of parents indicate they are happy their student is enrolled at EHS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a discrepancy between staff and student/parent perception of staff treatment of students. **Root Cause:** All teachers (100%) believe EHS staff members engage in positive interactions with students. However, less than half (46%) of students believe staff members treat them with respect. 63% of parents believe their student is treated with respect.

Problem Statement 2: Based on last administration of Student Survey, approximately 38% of the student body indicates disconnectedness from the school culture throughout the school year. **Root Cause:** EHS staff culture promotes Student Connectedness, but must better account for ongoing entry of new

students, as well as students returning from DAEP.

Problem Statement 3: Staff members may assume a level of communication between them and parents, when that level of communication may not exist.

Root Cause: 73% of teachers believe they make appropriate levels of communication regarding student performance and or behavior in the classroom. 33% of parents believe that teachers make appropriate levels of communication regarding student performance and or behavior in the classroom.

Problem Statement 4: Students and staff notice when areas of campus are not properly cleaned. **Root Cause:** Custodians have a large facility to clean, and are sometimes short on staff.

Goals

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 1: Ellison High School will continue to develop a strong academic culture in 19-20, centered on the combined mottos of "Not By Accident" and #ownyourlearning. We will strive for success on a broad range of indicators, including state assessment, but also focusing on PSAT/SAT/ACT/AP success.

S: Improved state assessment indicators.

M: At least 5% improvement in every area of STAAR testing.

A: Teacher PLCs will work throughout school year to focus strategies on these attainable goals.

R: These academic goals are highly relevant to the mission statement of EHS.

T: Time line for these goals is the end of the 19-20 school year.





Evaluation Data Source(s) 1: Improvement on all academic and college-readiness indicators, with data showing improvement by end of 19-20 school year.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ellison High School will supply students in AP classes with supplementary reading materials for advanced level instruction. (Funded through Gear Up) Also: Reading materials needed for GT students.	David Dominguez	Feedback from teachers re: quality and rigor of reading assignments.				
Problem Statements: Student Academic Achievement 6						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
2) Ellison High School contract with Phyllis Wheeler to provide guidance and support for the English department.	David Dominguez	Increased student scores on ELA EOC and ELA sections of SAT/ACT/PSAT.				
3) Ellison High School will fund and provide a variety of exciting rewards for students who earn a place on the Honor Roll, including t-shirts, movie passes, restaurant coupons, and other acceptable awards recommended by staff. (Regular Campus Budget.)	Diana Allred	Numbers of students earning places on the Honor Roll every grading period. Numbers of students earning prizes through Word of the Day.				
4) Ellison High School will invest in student preparation for EOC retakes by planning a series of EOC remediation events, designed to provide tutoring for and address the needs of At-Risk students who are scheduled to retake EOC tests throughout the year. This remediation will require some instructional supplies, including calculators for at-risk student use. Supplies will also be used for the spring IGC Committee projects.	David Dominguez CIS Geoffrey Van Riper Calen Poe Molly Bell Sandra Ford	Student attendance at EOC Remediation events, and increased numbers of students passing EOC retakes.				
Problem Statements: Student Academic Achievement 3, 4						
5) Science teachers will ensure that students are in a lab setting doing hands-on experiments at least 40% of their class time. Funding for lab equipment.	David Dominguez John Gray	Students will spend more time in hands-on learning which will result in a better understanding and application of science concepts.				
Problem Statements: Student Academic Achievement 4						
6) Ellison High School will invest in a subscription to AVID Weekly to allow AVID and other classes to make use of appropriate reading materials. *Correction: This item was paid for through Gear Up, freeing up these funds for other needs in the EHS CIP.	David Dominguez Desi Torres	Successful subscription				
7) Two days per week and one Saturday per month, the Ellison High School E-Tech Lab will remain open after-hours to allow at-risk students who are behind on credits to catch up on previously failed classes via Edgenuity.	David Dominguez John Bate	Number of At-Risk students making use of lab opportunities.				
Problem Statements: Student Academic Achievement 3						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) EHS will ensure student fluency in use of graphic calculators in order to maximize students' ability to use the technology to improve Math & Science skills.	David Dominguez John Gray Geoffrey Van Riper	One to One calculator use for Chemistry and Physics students.				
Funding Sources: 128 - High School Allotment - 0.00						
9) EHS students will be given the opportunity to participate in Super Saturday once per month. Super Saturday is an opportunity for students to work with their teachers of any content area in an extended tutorial environment.	David Dominguez	Decreased failure rate Increased rates of extracurricular eligibility.				
Problem Statements: Student Academic Achievement 3						
Funding Sources: 128 - High School Allotment - 0.00						
10) Ellison High School will ensure that all CTE courses provide students with rich instructional experiences by equipping teachers with instructional and technology supplies appropriate to the CTE context.	Principal Curriculum Director Budget Secretary	CTE courses will be supplied with all needed instructional supplies.				
Problem Statements: Student Academic Achievement 3						
Funding Sources: 163 - Career & Technology - 50000.00						
11) Ellison High School will provide students in CTE courses with enriching instructional experiences involving student travel and field trip opportunities appropriate to the CTE context.	David Dominguez Curriculum Director Charlene Holt	Students enrolled in CTE courses will gain valuable experience in the field trip setting.				
Problem Statements: Student Academic Achievement 7						
Funding Sources: 163 - Career & Technology - 25000.00						
Additional Targeted Support Strategy 12) EHS will contract with Phyllis Wheeler to provide reading and writing interventions across the curriculum to increase ELA STAAR performance (growth) of subgroups identified as not meeting targets in the "Closing the Gaps" Status Table for 2018, thus being identified as needing Additional Targeted Support. These subgroups include: All Students, White, Asian, Two or More Races, Economically Disadvantaged, and Special Education.	David Dominguez John Bate Avlyn Bolton	Increase in ELA STAAR performance from 40% to at least 44% for All Testers, from 58% to at least 74% for Asian subgroup, from 44% to 60% for White subgroup, from 51% to at least 56% for the Two or More Races subgroup, from 31% to at least 33% for the Econ. Dis. subgroup, and from 15% to at least 19% in the SPED subgroup, as identified for Additional Targeted Support.				
Problem Statements: Student Academic Achievement 2, 4						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: A decline of 12% in Meets Grade Level STAAR performance for English I is evident from the 17-18 to the 18-19 school year, and stands in contrast to a 2% gain in Meets Grade Level performance for English II for the same time period. Root Cause 2: A review of individual teacher results revealed inconsistent performance across the English department.
Problem Statement 3: Number of students failing multiple courses is high. Root Cause 3: EHS instructional culture does not consistently understand the mindset of students who are not independently motivated to succeed academically.
Problem Statement 4: Number of students needing to retest on STAAR is high. Root Cause 4: Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.
Problem Statement 6: EHS teachers struggle to provide differentiated instruction for GT learners. Root Cause 6: EHS instructional strategies do not address GT needs in a separate context; embedded differentiation is required for GT learners. within the classroom setting.
Problem Statement 7: Some CTE teachers may be in need of additional training in CTE concepts. Root Cause 7: Some CTE teachers new to the teaching profession may not be fully ready to implement all aspects of CTE instruction in the classroom.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 2: Improvement on all academic and college-readiness indicators, with data showing improvement by end of 19-20 school year. EHS staff will be fluent in the expectations of state accountability and will understand where EHS stands in state accountability.

S: EHS staff will know the general overview of state accountability and be conversant in it.

M: EHS staff teaching in tested content areas will know the current student performance data (STAAR passing rate) for their content area.

A: This level of familiarity is a reasonable expectation and has already begun with the presentation detailed below in Strategy #1.


R: EHS teachers will understand the impact student performance data may have on parent decisions for campus placement for their children, as the movement for school choice gains strength in Texas.

T: Teacher PLCs will continue to revisit state accountability throughout school year, with a revisit of this topic by core team during in-service/PLC's.


Evaluation Data Source(s) 2: Ellison High School staff will have a basic understanding of the state accountability system, and where EHS falls in that system.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) State Accountability presentation given to staff during August Staff Development by KISD Testing Coordinator Teresa Daugherty. Presentation designed to familiarize new staff with state accountability requirements, and to refresh familiarity for returning staff. Topic to be revisited during teacher PLC throughout school year.	David Dominguez	Increased staff familiarity with all aspects of state accountability system so teachers can better understand how their daily efforts impact the overall standing of the campus.				
2) EHS Attendance Officer will implement strategies to intervene with students at risk of dropping out, and will share knowledge with staff to increase staff awareness of state accountability data concerning dropouts.	David Dominguez Jason Duran	Increase in Attendance Rate and Graduation Rate, Reduction of Dropout Rate by at least .5%.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 3: Ellison High School will establish itself as the campus known for Student Connectedness. Students at EHS will readily tell others about their commitment to extracurricular activities, and will understand how these commitments improve student academic performance.

S: All EHS students will find a meaningful, personal connection to EHS via involvement in an extracurricular activity of their choice.

M: Assistant Athletic Coordinator will maintain record of numbers of students connected and disconnected on campus, to ascertain percentages of connected students.

A: We have seen dramatic improvements in the percentages of connected students at EHS within each of the last several school years, serving to instill confidence in the attainability of this goal.


R: Evidence shows that connected students have better success in academics, attendance, and discipline at school. It is clear that virtually every EHS student in DAEP is a disconnected student.

T: Time line for improved percentage of connected students is end of 19-20 school year, with monthly benchmark checkups with Assistant Athletic Coordinator.

Evaluation Data Source(s) 3: Success of the Student Connectedness Project will be assessed by the number of students not involved in any extracurricular activities at EHS at the end of the 18-19 school year, compared to the same figure at the end of the 19-20 school year.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Student Connectedness Project: Ellison High School will continue to monitor numbers of students involved in extracurricular commitments, and individually recruit students who are not involved (Disconnected Students) to begin participating in extracurricular programs.	David Dominguez Sarah Stolley	Continued decline in #'s of Disconnected Students at EHS.				
	Problem Statements: Perceptions 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
2) Ellison High School will continue to improve the transition of its freshman class into a connected, engaged, successful high school experience by contracting with Dr. Eric Cupp to engage with 9th grade students individually and in small groups to work through the transition from middle school to high school, and to instill a commitment to academic rigor. Dr. Cupp will encourage students to complete high school, and to seek increased academic rigor.	David Dominguez Carmina Jimeno	Numbers of students passing all classes and taking advanced level classes.				
3) Ellison High School will continue its tradition of planning an engaging visit to the campus for the incoming 8th graders in the spring, complete with a campus tour, and opportunity to learn about all the opportunities for Student Connectedness available on campus.	David Dominguez Diana Allred	Feedback from the four feeder middle schools on the relevance and positive nature of the event.				
Funding Sources: 128 - High School Allotment - 0.00						
						

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 2: Based on last administration of Student Survey, approximately 38% of the student body indicates disconnectedness from the school culture throughout the school year. Root Cause 2: EHS staff culture promotes Student Connectedness, but must better account for ongoing entry of new students, as well as students returning from DAEP.</p>

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 4: Ellison High School will improve academic performance among ELL students.

S: EHS ELL students will no longer trigger a System Safeguard with their performance on state accountability.

M: EHS ELL students will demonstrate at least 5% growth in every STAAR tested area in the 19-20 school year.

A: EHS ELL students will be encouraged by new ELL teacher to believe this goal is attainable.

R: Improved STAAR performance by EHS ELL students will be closely linked to mastery of academic English, is highly relevant to these students' overall integration into campus life, and to their prospects for future academic success.

T: Time line for success with this goal is end of 19-20 school year.

Evaluation Data Source(s) 4: Compare average raw scale score from previous year's scores among ELL students.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) ELL teachers will provide ELL students with project-based learning opportunities which will allow students to apply English vocabulary. Students will be given time to read self-selected materials in class and at home to improve fluency as well as to increase their English vocabulary. Student writing samples will be scanned for teacher review and feedback. Funding also to be used for classroom instructional supplies, to be paired with technology tools in ELL instruction, at teachers' discretion.	David Dominguez ELL Teacher Carmina Jimeno	Improved Reading EOC scores among ELL students.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 165/ES0 - ELL - 0.00					
2) Ellison High School will elevate the efficacy of the ELL teaching staff through the use of the online SIOP Training offered through Pearson.	Dominguez Fuller Vargas Garcia Holt Brown	Increased level of teacher efficacy in the SIOP method for ELL instruction.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 165/ES0 - ELL - 0.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) Ellison High School will invest in additional desktop computers for the ELL classroom, to provide ELL students with greater opportunity to use technology tools for language acquisition, i.e., Rosetta Stone and other language acquisition software.	Principal Curriculum Director Budget Secretary Assistant Principal for ELL.	ELL students demonstrate improved English language acquisition via increased use of technology tools.				
Problem Statements: Student Academic Achievement 5 Funding Sources: 263 - ESEA, Title III Part A - 3491.40						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 5: ELL students require additional academic support to succeed in course work as well as state testing. Root Cause 5: EHS instructional culture must better account for the ways in which ELL students often experience difficulty bridging gaps in academic language fluency.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 5: Ellison High School will improve the academic performance of students who are struggling academically through instructional and social interventions, and will address the following System Safeguard triggers: Reading: AA, Econ. Dis., SPED, ELL; and Math: SPED.

S: Each student group that triggered a System Safeguard will rise above the System Safeguard level, resulting in no System Safeguards for EHS as a whole.

M: Each student group that triggered a System Safeguard will demonstrate at least 5% improvement in each STAAR tested area for the 19-20 school year.

A: SPED and ELL teachers will convey to SPED and ELL students that these goals are attainable.

R: Avoiding System Safeguard status will mean these students are performing at a higher level, and that EHS is closer to fulfilling its mission with these students.

T: Time line for fulfillment of this goal is the end of the 19-20 school year.

Evaluation Data Source(s) 5: Ellison High School will improve the academic performance of students who are struggling academically through instructional and social interventions, and will address the following System Safeguard triggers: Reading: AA, Econ. Dis., SPED, ELL; and Math: SPED.

S: Each student group that triggered a System Safeguard will rise above the System Safeguard level, resulting in no System Safeguards for EHS as a whole.

M: Each student group that triggered a System Safeguard will demonstrate at least 5% improvement in each STAAR tested area for the 19-20 school year.

A: SPED and ELL teachers will convey to SPED and ELL students that these goals are attainable.

R: Avoiding System Safeguard status will mean these students are performing at a higher level, and that EHS is closer to fulfilling its mission with these students.

T: Time line for fulfillment of this goal is the end of the 19-20 school year.

Number of students failing at least one course at the end of the year, versus the number of students failing at least one course at the end of the first semester. Performance of System Safeguard groups on 2019 accountability.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Resource students in the ELA, Math, Science, and Social Studies areas, as well as self-contained SPED students, will utilize the Success Maker program to improve their academic performance.	David Dominguez Veronica Maxey Resource Teachers	Improved Reading levels attained by Resource ELA students, and improved Math levels attained by Resource Math students.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
2) Dr. Eric Cupp will be contracted to visit EHS on a monthly basis and engage with at-risk students to encourage them to overcome difficulties that hinder academic success. This will be in addition to services paid for with other funds.	David Dominguez	Feedback from Dr. Cupp regarding student progress over the course of the year, resulting in improved performance by At-Risk students, and improved understanding of At-Risk students by EHS staff.				
	Problem Statements: Student Academic Achievement 3 - Perceptions 2 Funding Sources: 166 - State Comp Ed - 23100.00					
3) Ellison High School will invest in grade-level-appropriate reading materials for Resource ELA classes, as well as for students in Inclusion ELA classes who read below grade level. These reading materials will be used by teachers to improve student fluency and confidence in reading, as well as to increase student interest in reading for pleasure.	David Dominguez Veronica Maxey	Improvements in student Lexile scores attributed to increased time spent reading grade-level-appropriate materials, with the goal of increasing Lexile scores.				
	Problem Statements: Student Academic Achievement 2, 3, 4					
4) Ellison High School will invest in grade-level-appropriate reading materials and software for the Reading Classroom and the Dyslexia Lab, with the goals of improving at-risk student Lexile scores over the course of the school year.	David Dominguez Beth Fuller Chandler Cox	Improved Lexile scores for students served by the Dyslexia Lab and the Reading Classroom.				
	Problem Statements: Student Academic Achievement 2, 3, 4					
5) The At-Risk Counselor will provide direct interventions for At-Risk students, as follows: Working directly with students on site at DAEP, investing in training in strategies to improve performance of At-Risk students, serve as liaison to At-Risk EHS students at Pathways & Career Center campuses, coordinating outreach to former students with 98 classification.	David Dominguez Yasamyne Korban	Reduction in course failure by At-Risk students. Reduction in number of return trips to DAEP by At-Risk students. Increase in connectedness among At-Risk students. Decrease in number of 98's outstanding for EHS. Better understanding of strategies to improve performance of At-Risk students.				
	Problem Statements: Student Academic Achievement 3, 4 Funding Sources: 166 - State Comp Ed - 0.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Ellison High School will continue to offer assistance to At-Risk students via "The Eagles' Nest", a non-SPED "content mastery" setting, in which identified at-risk students may receive help with content, make up tests/assignments, or be provided with oral test administration.	David Dominguez	Improvement in academic performance for At-Risk students at EHS.				
Problem Statements: Student Academic Achievement 3 Funding Sources: 166 - State Comp Ed - 0.00						

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 2: A decline of 12% in Meets Grade Level STAAR performance for English I is evident from the 17-18 to the 18-19 school year, and stands in contrast to a 2% gain in Meets Grade Level performance for English II for the same time period. Root Cause 2: A review of individual teacher results revealed inconsistent performance across the English department.
Problem Statement 3: Number of students failing multiple courses is high. Root Cause 3: EHS instructional culture does not consistently understand the mindset of students who are not independently motivated to succeed academically.
Problem Statement 4: Number of students needing to retest on STAAR is high. Root Cause 4: Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.
Perceptions
Problem Statement 2: Based on last administration of Student Survey, approximately 38% of the student body indicates disconnectedness from the school culture throughout the school year. Root Cause 2: EHS staff culture promotes Student Connectedness, but must better account for ongoing entry of new students, as well as students returning from DAEP.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 1: Ellison High School will continue to hire effective personnel through an engaging interview process, in which candidates feel at ease, get a sense of what Ellison High School is all about, and share how they believe they fit into our campus vision for student success.

S: EHS will become sought after by the highest-quality candidates for all staff positions.

M: EHS will reduce turnover rate by losing 5 fewer teachers in the summer of 2020 than were lost in the summer of 2019.


A: Improved employee satisfaction is likely to result in lower turnover rate at EHS.

R: More stable teaching staff is likely to result in improved student academic performance, closely linked to the success of the mission of EHS.

T: Time line for success of this goal is the beginning of the 20-21 school year.

Evaluation Data Source(s) 1: Review of TTESS appraisals for new hires, to ensure successful transition to the EHS campus.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All new teachers will be regularly monitored by CIS for familiarity with campus procedures, and for ongoing development as effective teachers in the classroom.	David Dominguez Avlyn Bolton	Positive, ongoing process of integration of new teachers into the overall teaching staff, and reduction of time required for new teachers to feel comfortable and at ease.				
2) EHS Principal Secretary will provide improved spreadsheet system to monitor vacancies and new hires throughout school year, especially during busy hiring season of spring/summer.	David Dominguez Alice Brown	Reduction of confusion and difficulty in keeping track of number of vacancies on campus, and names of new hires brought on board throughout spring and summer. Desired result: Increased feeling of immediate integration into overall staff on the part of new hires.				
3) All new teachers will be assigned mentors/buddies over the spring/summer, as they are hired, rather than all at once just before school begins.	David Dominguez Avlyn Bolton	Improved transition time for integration of new teachers into overall teaching staff.				
						

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 2: Ellison High School will continue to prioritize teacher and administrator mastery of the TTESS teacher evaluation system.

S: Needless stress for teachers related to TTESS will be reduced by means of improved administrative performance in all areas of TTESS supervision and appraisal.

M: All EHS TTESS administrators will remain ahead of time lines for TTESS appraisals by means of monthly update meetings with principal.

A: It is an expectation that all EHS administrators conduct TTESS appraisals in a highly professional manner, and keep ahead of all TTESS time lines.


R: Reduction of needless teacher stress regarding appraisals is likely to be correlated with reduced stress for students and improved academic performance.


T: Time line for this goal is the end of the 19-20 school year.


Evaluation Data Source(s) 2: Teachers will receive thorough instruction on the TTESS system before the school year begins, and all EHS administrators will devote sufficient time throughout the year to provide teachers with the level of feedback necessary to fulfill the requirements of TTESS.


Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) EHS will ensure that all new teachers have attended the required TTESS training during New Teacher Induction, and will also ensure that all teachers receive a refresher in TTESS procedures before start of 19-20 school year.	David Dominguez John Bate Avlyn Bolton	Teacher understanding and readiness for TTESS.				
2) EHS leadership team will improve cohesion on TTESS by setting calendar time lines together for completion of each step in the TTESS process. Each TTESS appraiser at EHS will meet monthly with the principal to ensure all aspects of TTESS are completed at the appropriate stage of the school year.	David Dominguez	Improved cohesion on TTESS by all members of the EHS leadership team.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 3: Ellison High School will establish itself as the campus known for relevant, high-quality staff development opportunities that bring about improved instruction and increased student learning.

S: EHS teachers will be, and will perceive themselves to be, gaining in mastery of their content and their collective efficacy as instructional leaders.

M: 100% of EHS teachers will engage in some form of off-campus PD experience, either within KISD or outside the district, within the scope of the 19-20 school year and the summer of 2020.

A: It is a reasonable expectation that all EHS teachers will avail themselves of formal PD experiences during the school year, and EHS administration will facilitate this goal.

R: EHS teaching staff will demonstrate that increased efficacy will result in improved student performance.

T: Time line for this goal is end of summer of 2020.

Evaluation Data Source(s) 3: Overall feedback from staff members re: quality and relevance of professional development offerings.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) EHS will invest in the professional development of selected teachers and administrators from across the curriculum by sending them to various appropriate conference/workshop opportunities, to include CAMT, CAST, ASCD, etc. Areas to address will be: Improving academic performance of At-Risk students, student connectedness, and student/parent perception of staff understanding of students' needs.	David Dominguez Curriculum Director Carmina Jimeno	Feedback from teachers who are able to share back with the staff about the sessions attended.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 - Perceptions 1, 2, 3 Funding Sources: 166 - State Comp Ed - 33315.00					
2) EHS commits to helping staff members grow in their ability to understand student performance, student need, and student/parent perception of school culture. To serve this purpose, Ellison High School will invest in several book titles and subscriptions to relevant periodicals to provide for professional development. Periodicals may include, but will not be limited to, "Education Week", "Phi Delta Kappan", and "Educational Leadership". (Regular budget)	David Dominguez Curriculum Director Avlyn Bolton	Teacher feedback on relevance of periodicals made available for ongoing professional development.				
	Funding Sources: 128 - High School Allotment - 0.00, 177 - Gifted/Talented - 0.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) Ellison High School will engage in the Instructional Rounds process with KISD leadership in September. The EHS Curriculum Team will also lead the campus in a series of internal Instructional Rounds events at different times in the school year.	David Dominguez Curriculum Director Avlyn Bolton Sandra Ford Molly Bell Calen Poe Geoffrey Van Riper	Quality of feedback provided from Instructional Rounds process. Teachers' ability to turn IR feedback into increased instructional rigor in the classroom.				
4) Ellison High School will invest in the professional development of its CTE teachers by funding the CTE teachers' attendance at the Texas CTE Conference during the summer of 2020, and other CTE professional development opportunities.	David Dominguez Charlene Holt Alice Brown Curriculum Director	Improved instructional strategies in the CTE Curriculum; Improved fluency with CTE Curriculum among CTE Teachers				
Problem Statements: Student Academic Achievement 7						
Funding Sources: 163 - Career & Technology - 24000.00						
5) EHS will bring the Capturing Kids' Hearts 2-day training to KISD for all EHS teachers to attend during staff development in August of 2020. SCE funding is in proportion to the percentage of At Risk students who will benefit and be served.	Principal Curriculum Director Budget Secretary	Improved quality of student-teacher relationships, decreased discrepancy between staff and student perceptions of respect extended to students by staff.				
Problem Statements: Perceptions 1, 2						
Funding Sources: 166 - State Comp Ed - 39345.00						
6) Ellison High School will send ELA teachers with newly acquired ELL certifications to the ESC Region 12 2-day workshop, "I'm ESL Certified, Now What?" to empower teachers to use ELL strategies in the classroom to assist ELL learners.	Principal Curriculum Director Budget Secretary	ELA teachers will better understand the needs of ELL learners, and will acquire skills to assist ELL learners in the ELA classroom.				
Problem Statements: Student Academic Achievement 5						
Funding Sources: 165/ES0 - ELL - 4500.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Ellison High School will send ELL teachers and ELA teachers with ELL certifications to the TexTESOL 2019 State Conference in San Antonio, scheduled for October 31 - November 2, 2019.	Principal Curriculum Director Budget Secretary Assistant Principal over ELL	Improvement of teachers' ability to empower ELL students to master academic English in the ELL and ELA classroom.				
Problem Statements: Student Academic Achievement 5 Funding Sources: 165/ES0 - ELL - 5643.00						
8) Ellison High School will invest in teacher understanding of At-Risk students by sending a group of teachers and an administrator to the At-Risk & Struggling Students Conference in San Antonio, November 14-17, 2019. Will be funded through general budget.	Principal Curriculum Director Budget Secretary Assistant Principal over At-Risk.	Improved staff understanding of the needs of At-Risk and struggling students, resulting in better communication and improved student performance.				
Problem Statements: Student Academic Achievement 3 - Perceptions 2						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: A decline of (2%) in Meets Grade Level on STAAR performance for Algebra I is evident from the 17-18 to the 18-19 school year among tested students. Root Cause 1: A review of individual teacher results revealed inconsistent performance across the Algebra I team.
Problem Statement 2: A decline of 12% in Meets Grade Level STAAR performance for English I is evident from the 17-18 to the 18-19 school year, and stands in contrast to a 2% gain in Meets Grade Level performance for English II for the same time period. Root Cause 2: A review of individual teacher results revealed inconsistent performance across the English department.
Problem Statement 3: Number of students failing multiple courses is high. Root Cause 3: EHS instructional culture does not consistently understand the mindset of students who are not independently motivated to succeed academically.
Problem Statement 4: Number of students needing to retest on STAAR is high. Root Cause 4: Some students need more focused and intensive academic interventions to be prepared to pass STAAR, or to comprehend the importance of putting forth best effort on STAAR.
Problem Statement 5: ELL students require additional academic support to succeed in course work as well as state testing. Root Cause 5: EHS instructional culture must better account for the ways in which ELL students often experience difficulty bridging gaps in academic language fluency.

Student Academic Achievement

Problem Statement 7: Some CTE teachers may be in need of additional training in CTE concepts. **Root Cause 7:** Some CTE teachers new to the teaching profession may not be fully ready to implement all aspects of CTE instruction in the classroom.

Perceptions

Problem Statement 1: There is a discrepancy between staff and student/parent perception of staff treatment of students. **Root Cause 1:** All teachers (100%) believe EHS staff members engage in positive interactions with students. However, less than half (46%) of students believe staff members treat them with respect. 63% of parents believe their student is treated with respect.

Problem Statement 2: Based on last administration of Student Survey, approximately 38% of the student body indicates disconnectedness from the school culture throughout the school year. **Root Cause 2:** EHS staff culture promotes Student Connectedness, but must better account for ongoing entry of new students, as well as students returning from DAEP.

Problem Statement 3: Staff members may assume a level of communication between them and parents, when that level of communication may not exist. **Root Cause 3:** 73% of teachers believe they make appropriate levels of communication regarding student performance and or behavior in the classroom. 33% of parents believe that teachers make appropriate levels of communication regarding student performance and or behavior in the classroom.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 4: Ellison High School will improve administrative responsiveness to teacher/staff needs and concerns.

S: EHS staff is looking for increased satisfaction with administrative responsiveness to staff needs.

M: Goal is for survey results to indicate that at least 75% of EHS staff indicate improved administrative response to concerns, as compared to 18-19 school year.

A: This goal represents approximately a 25% improvement in this survey result, which is attainable with the deliberate effort that has been made to address this need.

R: Improved staff satisfaction with administrative responsiveness will result in overall improved staff satisfaction with work conditions, which will likely correlate to improved student performance.

T: Time line for this goal is survey results at end of first semester, and end of school year.

Evaluation Data Source(s) 4: Overall feedback from staff members re: quality and timeliness of administrative responses to needs and concerns.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) EHS will staff the Discipline AP office with new administrators and secretaries, for the purpose of improving administrative responsiveness to staff needs and concerns.	David Dominguez Richard Guy Elise Jacko Logan Chaney	Improved responsiveness to staff needs and concerns, evidenced by staff feedback on administrative responsiveness.				

Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 1: Ellison High School will continue the procedure of increasing parental contact by voluntarily increasing the frequency of Progress Reports, as well as aligning Progress Report notification with UIL eligibility check.

S: Goal is for EHS parents to increase positive responses to survey questions pertaining to whether they are informed of student academic progress, and whether they report receiving timely feedback on student performance.

M: Percentage of EHS parents receiving Blackboard Connect phone contacts must improve by 10% during the 19-20 school year.


A: Students, parents, and staff must assist with improving and updating student demographic records in order for this goal to be attainable.

R: Improved parent contact will likely result in improved student performance.

T: Time line for this goal is the end of the 19-20 school year.

Evaluation Data Source(s) 1: Feedback from parents about the frequency of contact, and the helpfulness of this increased contact.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Print and send home progress reports (with corresponding alerts sent to parents via Blackboard Connect) every third week, throughout the entire school year, rather than Progress Reports going home only at the midpoint between Report Cards.	David Dominguez Curriculum Director AP over Grades Registrar	Positive feedback from parents, indicating that the increased Progress Report frequency was helpful in assisting parents in keeping tabs on student grades and progress.				
Problem Statements: School Processes & Programs 2						
2) Parental involvement at EHS will be encouraged by conducting an outreach to update correct contact information for Blackboard Connect.	David Dominguez	Increase of 10% in rate of successful phone calls via Blackboard Connect.				
Problem Statements: School Processes & Programs 2 - Perceptions 3						
						

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Less than half (35%) of parents believe they are up to date on curriculum being taught. **Root Cause 2:** Some lack of clarity regarding who is responsible for curriculum questions, and how best to contact them.

Perceptions

Problem Statement 3: Staff members may assume a level of communication between them and parents, when that level of communication may not exist. **Root Cause 3:** 73% of teachers believe they make appropriate levels of communication regarding student performance and or behavior in the classroom. 33% of parents believe that teachers make appropriate levels of communication regarding student performance and or behavior in the classroom.

Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 2: Ellison High School will improve performance in preventing dropouts, thus improving Dropout Rate in TAPR.

S: Goal is to reduce Dropout Rate and improve performance of campus in keeping students in school through graduation.

M: Reduce Dropout Rate by 2% in 19-20 TAPR, compared to 18-19 TAPR, when it is published.

A: Attendance Office and Registrar's Office must continue to locate and clear 98's, as well as redirect students with attendance problems, and teachers/counselors/administrators must improve redirection of failing students for this goal to be attainable.


R: This goal is relevant because it goes to the heart of our mission: graduating students into a successful adult life.

T: Timeline is 19-20 school year.

Evaluation Data Source(s) 2: TAPR report.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ellison High School will improve monitoring of 98's and students at risk of dropping out by implementing a monthly Attendance Update between Principal and Attendance Officer, as well as a monthly 98 Review with the campus 98 team.	Principal Attendance Officer Registrar	Reduced number of unresolved 98's, improved redirection of students with attendance issues, reduced number of dropouts.				
Problem Statements: Student Academic Achievement 3 - Perceptions 2						
						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: Number of students failing multiple courses is high. Root Cause 3: EHS instructional culture does not consistently understand the mindset of students who are not independently motivated to succeed academically.

Perceptions

Problem Statement 2: Based on last administration of Student Survey, approximately 38% of the student body indicates disconnectedness from the school culture throughout the school year. **Root Cause 2:** EHS staff culture promotes Student Connectedness, but must better account for ongoing entry of new students, as well as students returning from DAEP.

Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

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

Evaluation Data Source(s) 3: Feedback from parents of ELL students.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) EHS will schedule and implement a parent/family informational event to help parents of ELL students get familiar with the educational process.	Principal Curriculum Director AP over TELPAS CIS ELL Teachers	Improved connection between campus and parents of ELL students; improved understanding of educational process on the part of parents of ELL students.				
Problem Statements: Student Academic Achievement 5						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 5: ELL students require additional academic support to succeed in course work as well as state testing. Root Cause 5: EHS instructional culture must better account for the ways in which ELL students often experience difficulty bridging gaps in academic language fluency.

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 1: Ellison High School will continue to engage At-Risk students targeting truancy and behavior issues, and work with teachers and administrators to improve these areas of conduct. Ellison High School will improve Dropout Rate.

S: Perception and reality of efficacy of campus Discipline AP office must improve.

M: Goal: Staff will participate in a BOY and EOY survey to ascertain perception of Discipline AP efficacy. Survey will show an increase of 25% improvement in positive responses regarding work of Discipline AP office from BOY to EOY.

A: Teachers will be afforded the opportunity to participate in a “Ride Along” with a member of the Discipline AP staff.


R: Student academic performance will improve when overall perception of student conduct and campus response to issues of concern.

T: Time line for success in this goal is the end of the 19-20 school year.

Evaluation Data Source(s) 1: Number of students reaching levels of non-attendance to require intervention from EHS Attendance Officer. Percentage of positive responses from staff, students, and parents concerning administrative responsiveness to issues of concern will be increased.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) New Attendance Officer will be hired to replace Jason Duran, who accepted an Assistant Principal position at EHS. Mr. Duran will provide ongoing consultation and training to the new Attendance Officer to ensure there is not a drop in level of service provided to campus. New Attendance Officer will be a primary ambassador of our campus to the most struggling students in our community, and will strive to develop a relationship of mutual respect with students/parents, demonstrating to them that EHS cares for them.	David Dominguez Jason Duran	Improved levels of student attendance at EHS. Improved relationships with parents of students with chronic truancy issues.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
2) Digital Hall Pass system will continue to be implemented (using regular budget funds) to improve the ability of all staff members to monitor student movement on campus throughout the school day. Data will be collected to show patterns of student exit from instruction, including destinations and time out of class.	David Dominguez Richard Guy Adam Doyle	Fewer numbers of students becoming truant by way of gaining a hall pass from teacher, and using the hall pass to go to unauthorized destinations, or failing to return to class.				
3) Staff, student, and parent survey feedback has indicated decreased confidence in the work of the Discipline AP office at EHS. The response to this concern is a new lineup of administrators and secretaries staffing the Discipline AP office, as well as monthly discipline update meetings between the Discipline APs and the principal, to ensure effective responses to disciplinary issues, as well as foresight and anticipation of disruptive issues on campus.	David Dominguez Discipline AP's.	Goal is for survey results from staff, students, and parents will convey improved confidence in the work of the Discipline AP office at EHS.				
						

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 2: Ellison High School will promote a culture of respect and emotional safety for all members of the Eagle Family.

S: Bullying incidents will be reduced, and positive perception of EHS as a safe place will increase.

M: Survey results from students, staff, and parents will indicate increased feelings of safety concerning the EHS campus. 33% of students report that they do not know of at least one staff member they can turn to if they need help.

A: EHS staff will be encouraged to remind students to report any concerns, in order to increase feeling of safety and belief that EHS staff is responsive to concerns.

R: Student academic performance will improve when more students feel that EHS is a safe place.

T: Time line for this goal is end of 19-20 school year.

Evaluation Data Source(s) 2: Numbers of Bullying incidents reported at EHS, and feedback from students, staff, and parents re: quality of student experience at EHS.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) EHS Administration will make use of the new software KISD will adopt to replace the Bully Reporter system to track occasions of reporting of bullying incidents on campus, and to ensure prompt and effective response.	David Dominguez Discipline APs	Numbers of Bullying incidents reported at EHS.				

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 3: Ellison High School will invest in improvements to the campus environment to promote a student-friendly climate that encourages pride in the campus grounds and positive interaction.

S: Survey results will indicate increase in percentage of stakeholders who perceive EHS campus as clean and attractive.

M: Staff, student, and parent responses will be closely aligned, within 10% of each other, on the question of campus appearance.


A: Campus custodial staff will meet monthly with principal to ensure common understanding of expectations and concerns.

R: Student academic performance will be positively impacted by improved perception of a clean, attractive campus.

T: Time line for improvement is end of 19-20 school year.

Evaluation Data Source(s) 3: Improvement in appearance and functionality of outdoor areas on campus, reduction in trash visible on the grounds.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Principal and AP in charge of facilities will conduct monthly review of all facilities needs with both daytime and night custodial personnel.	David Dominguez AP over Facilities	Improved survey results indicating parent perception that appearance of school and grounds is positive. Feedback from EHS staff about quality of appearance of campus and grounds, as well as the level of service received from custodial staff.				
						

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 4: Ellison High School acknowledges that many students assigned to the DAEP experience academic derailment while away from their home campus. EHS will work through the Campus Conduct Committee to devise strategies to keep more students on campus and reduce assignments to DAEP while still addressing misconduct appropriately.

S: EHS will improve responsiveness to disciplinary concerns, while reducing numbers of students lost to DAEP, and reducing the negative academic impact to students assigned to DAEP.

M: EHS will see 25% improvement in positive responses to survey questions about disciplinary responsiveness.

A: 100% improvement in failure rate of returning DAEP students may be difficult to attain, but periodic checkups of DAEP students is likely to improve ability of DAEP students to maintain academic standing while at DAEP.

R: This vital support to At-Risk students will have a direct impact on positive fulfillment of mission of EHS.

T: Time line for this goal is end of 19-20 school year.

Evaluation Data Source(s) 4: Reduction in numbers of students sent to DAEP in the 19-20 school year, compared to the 18-19 school year.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) AP in charge of Campus Conduct Committee will lead brainstorming sessions to gather ideas to intervene with student misconduct with the goal of reducing numbers of students assigned to DAEP.	David Dominguez Discipline APs.	Reduced numbers of students assigned to DAEP. Feedback from teachers on student conduct in class and on campus.				
2) EHS will work to fill the void left by removal of At-Risk Counselor position by coordinating efforts between Discipline AP's and Counselors to follow up with monitor students returning from DAEP, to ensure academic progress and avoidance of previous behavioral issues.	Principal Discipline AP's Counselors	Reduced number of students returning to DAEP after previous assignment, and reduced incidence of students failing classes at EHS after returning from DAEP.				

Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 1: Ellison High School will continue to improve the appearance and function of its physical plant through improved maintenance procedures, and creative solutions to limitations that exist with the physical plant.

S: Facilities limitations will have a lessening impact on success of mission at EHS.

M: EHS staff will experience improved responsiveness to facilities concerns at EHS.

A: Positive relationship with district Facilities and Maintenance staff will result in improvements to process of meeting needs in the area of campus physical plant.


R: Student academic success will be positively impacted by improved campus functioning, and by improved staff perception of responsiveness to campus facilities needs.

T: Time line for improvement is end of 19-20 school year. (Survey results from staff.)

Evaluation Data Source(s) 1: Feedback from students, staff, parents, and community re: appearance and functioning of physical plant.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ellison High School will improve its ability to respond to staff reports of facilities needs, by making use of a special email account: ehsworkorders@killeenisd.org This email account is monitored by two secretaries, one AP, and the principal, and allows anyone at EHS to report a facilities issue so a work order can be filed in a timely fashion.	David Dominguez AP over Facilities Alice Brown	Successful completion of work orders. Speed of processing work orders. Feedback from staff on processing of work orders.				
2) EHS will keep administration posted on state of facilities by implementing a monthly walk-around meeting between custodial crew and administration.	David Dominguez Richard Guy Lead Custodians	Better campus appearance and cleanliness.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 2: Ellison High School will continue to provide students with well-planned and smoothly coordinated standardized testing experiences to minimize testing stress and maximize student success.

S: Goal is to have zero testing irregularities, and no negative impact on student performance based on needless stress caused by testing organization/logistics.

M: Number of testing irregularities will be kept to a minimum.

A: While there is no way to predict everything that might happen during a testing event that could lead to an irregularity, every precaution will be taken to ensure a smooth process.


R: Student academic performance will be positively impacted by reduction in needless teacher stress related to logistics of testing events.

T: Time line for this goal is end of summer of 2020.


Evaluation Data Source(s) 2: Number of testing incidents requiring documentation.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Assistant Principal Beth Fuller will serve as Testing Coordinator, and will coordinate with KISD District Testing staff to ensure accuracy of campus testing procedures. Mrs. Fuller will continue to develop the new testing center, classroom 123, into an efficient hub for all testing activities.	David Dominguez Beth Fuller	Number of testing irregularities/incidents requiring documentation.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 3: Ellison High School will improve its monitoring of budget and activity account funds throughout the school year, to ensure instructional priorities and budget priorities are aligned.

S: Goal is to spend campus funds in accordance with academic needs and goals, and to receive a positive report from district leadership on annual audit of activity accounts.

M: Goal is to have zero errors found in activity fund audit.

A: With monthly budget reviews with principal, principal's secretary, and budget secretary, it is possible to eliminate errors from audit, and to ensure appropriate spending of campus budget, based on instructional needs.

R: Student academic performance is positively impacted by thoughtful expenditures of campus funds, directed to improvement of student resources for learning.

T: Time line for this goal is end of summer 2020.

Evaluation Data Source(s) 3: Analysis of expenditures throughout the 19-20 school year, to ensure alignment of instructional and budget priorities.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ellison High School will improve its monitoring of budget and activity funds throughout the school year by scheduling a monthly budget review with the principal and the budget secretary. All funds will be reviewed, priorities discussed, and transfers made to ensure funds are not overlooked.	David Dominguez Charlene Holt Alice Brown	Successful expenditure of budget and activity funds. Successful audit in spring 2020.				

Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 4: Ellison High School will increase availability of technological devices to all students for instructional purposes.

Evaluation Data Source(s) 4: Overall number of lab requests able to be scheduled for teachers within the requested time line.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ellison High School will improve availability of desktop/laptop/tablet labs and class sets for all teachers by ensuring that all CTE courses are equipped with their own laptop lab, thus ensuring CTE courses are not part of the demand placed on campus labs.	David Dominguez Charlene Holt Adam Doyle Lila Ramos Curriculum Director					
Problem Statements: Student Academic Achievement 3 Funding Sources: 163 - Career & Technology - 25000.00						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 3: Number of students failing multiple courses is high. Root Cause 3: EHS instructional culture does not consistently understand the mindset of students who are not independently motivated to succeed academically.

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	Adam Doyle	Campus Technologist
Paraprofessional	Alice Brown	Principal's Secretary
Classroom Teacher	Angela Espada	English Teacher Leader
Non-classroom Professional	Avlyn Bolton	CIS
Classroom Teacher	Calen Poe	Social Studies Teacher Leader
Campus Administrator	Beth Fuller	Assistant Principal
Paraprofessional	Charlene Holt	Budget Secretary
Administrator/Chair	David Dominguez	Principal
Campus Administrator	Diana Allred	Student Activities Coordinator
Classroom Teacher	Geoffrey Van Riper	Math Teacher Leader
Campus Administrator	Elise Jacko	Assistant Principal
Campus Administrator	John Bate	Curriculum Director
Classroom Teacher	John Gray	Science Teacher Leader
Non-classroom Professional	Lila Ramos	Campus Technologist
Campus Administrator	Richard Guy	Assistant Principal
Campus Administrator	Veronica Maxey	SPED Coordinator
Classroom Teacher	Lakeita Lyles	Math Teacher
Classroom Teacher	Sheila Coffey	English Teacher
Non-classroom Professional	Todd Wright	Head Football Coach/Athletic Coordinator
Classroom Teacher	Sarah Stolley	PE Teacher/Head Volleyball Coach/Assistant Athletic Coordinator
Business Representative	Erik Reynolds	Business Representative: ErikAudio (Voice Over Company)

Committee Role	Name	Position
District-level Professional	Vhonda Gilmore	KISD Director of Nursing
Classroom Teacher	Tracy Patterson	English Teacher
Classroom Teacher	Katrin Roberson	German Teacher
Classroom Teacher	Chris Collins	Social Studies Teacher/Basketball Coach
Classroom Teacher	Elsie Figueroa	Spanish Teacher
Community Representative	Joe Bustamante	Community Representative
Parent	Matthew Cornelius	Parent Representative

Addendums

Campus Information							
District Name	Killeen ISD	Campus Name	C.E. Ellison High School	Superintendent	Dr. John Craft	Principal	David Dominguez
District Number	014906	Campus Number	014906002	District Coordinator of School Improvement (DCSI)	David Manley	ESC Support	Region 12 David Hamilton

Assurances	
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein. <p style="text-align: right;">David Manley - September 26, 2019</p>
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein. <p style="text-align: right;">Dr. Susan Buckley - September 26, 2019</p>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein. <p style="text-align: right;">David Dominguez - September 26, 2019</p>
Board Approval Date	

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Domain 1 Score: 70; Domain 2 Score: 70 Domain 3 Score: 65
	What changes in student group and subject performance are included in these goals? There is a gap between our current and desired performance outcomes as measured by the ELA I and II, the Biology, and the Algebraic STAAR End of Course exams. We would like to increase scores on these exams by 10 points.
	If applicable, what goals has your campus set for CCMR and Graduation Rate? CCMR score will increase to 70 and Graduation Rate will increase to 95

Self-Assessment Results
(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section	
Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4
5.1 Objective-driven daily lesson plans with formative assessments.	1

5.3 Data-driven instruction.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Rationale	The Instructional Leadership Team (ILT) meets consistently to collaborate on campus activities. Focusing on roles related to leadership in PLCs will build capacity of teaching staff.	Data analysis is key to improving student academic outcomes as measured by End of Course Exams. Creating and formalizing systems that involve the ILT in data analysis with their assigned supervisory content area on a recurring basis will provide structure for these systems to become embedded in school culture.	
Desired Annual Outcome	The members of the ILT will collaborate with their content area supervisory staff to analyze data and plan steps to spiral challenging concepts into future lessons.	The ILT will work with PLCs to examine District unit assessment results and use data analysis to develop plans for reteaching concepts that have not been learned. They will collaborate to set short and long term goals to increase student outcomes.	
Barriers to Address During the Year	Teachers will need to develop a level of comfort with the more active role of the ILT in PLCs and the expectation for increased teacher participation in the PLC process. The ILT will need to build positive working relationships with teachers. The ILT will need time to develop depth of knowledge with the standards in order to support teachers in their work.	Teachers will need support in understanding CUAs and how to use data to increase performance. Time opportunities will be needed for teams to work with the ILT for analysis and planning.	
District Commitment Theory of Action:		If the principal supervisor provides regular coaching to the principal on the implementation of data driven instruction and the principal's development of the Instructional Leadership Team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans,	
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	The members of the ILT will collaborate with their content area supervisory staff to analyze data and plan steps to spiral challenging concepts into future lessons.	The ILT will work with PLCs to examine District unit assessment results and use data analysis to develop plans for reteaching concepts that have not been learned. They will collaborate to set short and long term goals to increase student outcomes.	
Desired 90-day Outcome	The ILT will establish twice monthly meetings. A teacher leader meeting in the first week of October will focus on expectations and procedures of data-dives.	Each PLC will be led by the ILT content supervisor, will be data-driven, and will focus on strengths and weaknesses of concepts.	
Barriers to Address During this Cycle	The ILT members' comfort with expectations and procedures of data-dives.	Knowledge of effective reteach, instructional strategies, and analysis of assessment results; understanding of tools available in Eduphoria and TRS for designing test questions.	Jul
District Actions for this Cycle	District level PLCs for members of the ILT focus on the 3 Essentials + 1.	Leadership ensures that district and campus procedures for administering common unit assessments are being implemented with fidelity.	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of data driven instruction and the principal's development of the Instructional Leadership Team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans, formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
First of recurring weekly ILT meeting.	1.1	August 5th	Outlook calendar invites	Principal	Outlook calendar invites, agenda, meeting minutes	Ongoing		
First of recurring monthly Curriculum Team/ILT meeting.	1.1	September 9th	Outlook calendar invites	Principal	Outlook calendar invites, agenda, meeting minutes	Ongoing		
Initial Effective Schools Framework training.	1.1, 5.3	September 10th-11th	ESF Training Binder	Principal	Completed TIP	September 10-11		
Introduction of ESF to ILT.	1.1, 5.3	August 13th	ESF article and ESF Essential Actions Success Criteria Six-Pager	Principal	Meeting agenda and minutes	September 9th		
Pre-planning during scheduled PLC to identify priority standards for each unit of study in each grade level and content area.	1.1, 5.3	August 15th	YAAG, IFD, TRS	ILT, classroom teachers	Unit Map	November		
Each PLC will use backwards design thinking to analyze Common Unit Assessments (CUAs) in identifying learning outcomes.	1.1, 5.3	August 15th	CUAs	ILT, classroom teachers	TEKS Verification Document	Ongoing		
Each PLC will unpack the priority standards within each CUA to create essential questions to be referenced throughout each unit.	1.1, 5.3	September 11th	CUAs, IFD and TRS	ILT, classroom teachers	Unit Essential Questions	November		

Success criteria will be determined by each PLC for each unit to drive the daily learning targets and the day-to-day learning progression.	1.1, 5.3	September 18th	CUAs	ILT, classroom teachers	Unit lesson plans	November		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones
	New Milestones

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	The members of the ILT will collaborate with their content area supervisory staff to analyze data and plan steps to spiral challenging concepts into future lessons.	The ILT will work with PLCs to examine District unit assessment results and use data analysis to develop plans for reteaching concepts that have not been learned. They will collaborate to set short and long term goals to increase student outcomes.	
Desired 90-day Outcome	The ILT continues recurring weekly meetings. A teacher leader meeting will occur once a month focusing on expectations and procedures of data-dives. PLC's will review CUA data.	PLCs will conduct data meetings to analyze formative assessments.	
Barriers to Address During this Cycle	The ILT members' comfort with expectations and procedures of data-dives.	Knowledge of effective reteach, instructional strategies, and analysis of assessment results.	
District Actions for this Cycle	District level PLCs for members of the ILT focus on the 3 Essentials+1.	Leadership ensures that district and campus procedures for administering common unit assessments are being implemented with fidelity.	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of data driven instruction and the principal's development of the Instructional Leadership Team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans, formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Continuance of recurring weekly ILT meeting.	1.1	December 2nd	Outlook calendar invites, agenda	Principal	Outlook calendar invites, agenda, meeting minutes	Ongoing		
First of recurring monthly Curriculum Team/ILT meeting.	1.1	December 16th	Outlook calendar invites, agenda	Principal	Outlook calendar invites, agenda, meeting minutes	Ongoing		
Curriculum Team meetings analyze semester exams to prioritize feedback to teachers.	1.1, 5.3	December 18th	Exam calendar, observation calendar	Classroom teachers, lead teachers	Calendar invite, agenda minutes, observation calendar, semester exam protocol	Ongoing		
Continue pre-planning during scheduled PLC to identify priority standards for each unit of study in each grade level and content area.	1.1, 5.3	December 4th	YAAG, IFD, TRS	ILT, classroom teachers	Unit Map	On-going		
Each PLC will continue to use backwards design thinking to analyze Common Unit Assessments (CUA's) in identifying learning outcomes.	1.1, 5.3	December 4th	CUAs	ILT, classroom teachers	TEKS Verification Document	February		
Each PLC will continue to unpack the priority standards within each CUA to create essential questions to be referenced throughout each unit.	1.1, 5.3	December 4th	CUAs, IFD and TRS	ILT, classroom teachers	Unit Essential Questions	February		
Continuance of success criteria being determined by each PLC for each unit to drive the daily learning targets and the day-to-day learning progression.	1.1, 5.3	December 4th	CUAs	ILT, classroom teachers	Unit lesson plans	On-going		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
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	Carryover Milestones	New Milestones
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Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		
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Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	The members of the ILT will collaborate with their content area supervisory staff to analyze data and plan steps to spiral challenging concepts into future lessons.	The ILT will work with PLCs to examine District unit assessment results and use data analysis to develop plans for reteaching concepts that have not been learned. They will collaborate to set short and long term goals to increase student outcomes.	
Did the campus achieve the desired outcome? Why or why not?			

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones