

Killeen Independent School District

Killeen High School

2019-2020



Mission Statement

For more than a century Killeen High School has committed itself to academic excellence. We pledge ourselves to the continuation of the tradition of excellence in which all students, with the support of family, school, and community, prepare for successful and productive lives.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Vision

Killeen High School will become a high performing, student centered school, highly regarded for academic excellence, where all students make yearly progress, feel empowered, and are inspired to reach their full academic, emotional, and physical potential.

Value Statement

Killeen High School Values

Integrity

Success

Collaboration

Relationships

School Pride

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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: Increase the number of students challenging and succeeding in Advanced Placement, Dual Credit, and IB courses by 5%.

Evaluation Data Source(s) 1: Enrollment numbers, course grades, and assessment score reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will be encouraged to attend tutorials provided by AP teachers throughout the school year.	KHS Curriculum Director; KHS AP Coordinator; KHS AP Teachers	Sign-in sheets will be used to track tutorial participation, and AP exam scores from May 2019 will be summative evaluation demonstrating progress.				
Problem Statements: Student Academic Achievement 8, 9						
2) Pre-AP teachers and AP teachers will participate in training and vertical alignment planning in order to plan instruction which prepares students to be successful in AP coursework.	KHS Curriculum Director; KHS AP Coordinator; KHS Pre-AP Teachers; KHS AP Teachers	Increased enrollment in AP courses; Increase in the percentage of AP students scoring a 3 or higher on their AP exams.				
Problem Statements: Student Academic Achievement 8, 9						
Funding Sources: 177 - Gifted/Talented - 2000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 8: 47.6 % of students were deemed college-ready in the 2016-2017 school year, which is below the state average. **Root Cause 8:** The campus lacks a variety of differentiation strategies for improving achievement.


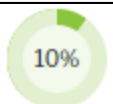
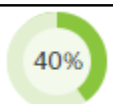


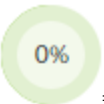

Problem Statement 9: The percentage of students passing the AP and/or IB exams is comparable to our district in most subject areas but is well below the state averages. **Root Cause 9:** There is a lack of data-based planning in AP and/or IB courses.

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: Increase college awareness and the number of students accepted to a college or university after graduation by 10%.

Evaluation Data Source(s) 2: Percentage of 2020 graduates requesting a final transcript for attendance at a college or university.

Summative Evaluation 2:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100% of the AVID senior class will submit applications to a minimum of three four-year universities during the first semester of the school year.	KHS AVID Coordinator; KHS Counselors; KHS Registrar	Number of applications submitted to four-year universities				
2) The AVID Teachers will host College Week during lunchtime for all students. Representatives from four-year universities will be present to meet with students regarding admissions to their school.	KHS Curriculum Director; KHS AVID Coordinator; KHS Counselors	Number of four-year universities in attendance during College Week.				
3) Freshman students will have the opportunity to visit colleges in Texas to learn about the benefits and admission requirements of college.	KHS Counselors; Gear-Up Coordinator	Student participation rosters for each college trip.				
 = 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: Increase the success of students served by special programs (including Special Education and English as a Second Language), At-risk students, and students who are economically disadvantaged.

Evaluation Data Source(s) 3: Increase in number of students meeting satisfactory performance on their End-of-Course exams on the first attempt; Increase in the number of students earning credit for their coursework on their first attempt at challenging a course.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Supplemental tutoring offered daily in the campus Homework Room for at-risk students seeking assistance. The Homework Room will be stocked with school supplies, project supplies, and computers for student use throughout the school year. Teachers will be paid to come in early and stay late each day to tutor at-risk in the Homework Room.	KHS Curriculum Director; KHS Teachers	Sign-in Sheets will track the students attending tutoring in the Homework Room daily; Students attending tutoring will demonstrate progress through their grades on progress reports and report cards throughout the school year.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 3, 4, 5, 8 Funding Sources: 166 - State Comp Ed - 18280.00					
2) ESL teachers will attend professional development such as TexTESOL and AVID for training on current best practices and instructional strategies to support the academic achievement of our English Language Learners. Instructional supplies will be provided to support the implementation of best practices in the ESL classroom.	KHS Administration; ESL Teachers	Observation of best practices and instructional strategies used in classrooms				
	Problem Statements: Student Academic Achievement 6 Funding Sources: 165/ES0 - ELL - 9300.00					
3) English Language Learners, who demonstrate challenges in reading, will have access to a variety of print materials for reading to support academic achievement and voluntary reading. These students will also have access to tutoring in support of their language acquisition.	ESL Teachers	The availability and use of print materials (novels, magazines, etc.) in the ESL classrooms				
	Problem Statements: Student Academic Achievement 6 Funding Sources: 263 - ESEA, Title III Part A - 4650.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) English Language Learners will participate in field trips to college campuses to "use comprehension skills to listen attentively to others in formal and informal settings." They will practice their Listening and Speaking skills as described in the ESOL TEKS: "(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration."	KHS Administration; ESL Teachers	English Language Learner participation in college field trips.				
Problem Statements: Student Academic Achievement 6, 8 Funding Sources: 165/ES0 - ELL - 2000.00						
5) A group of specifically chosen, at-risk students will be taught emotional intelligence and leadership skills using Challenge Day activities . Students will gain an improved understanding of other peoples' experiences, how actions affect others, self-management, and healthy self-expression. These activities will build positive relationships among students and staff, which directly impacts student achievement.	KHS Administration	Improved attendance, behavior, and participation in academic courses.				
Problem Statements: Demographics 1 Funding Sources: 166 - State Comp Ed - 10600.00						
6) English Language Learners will utilize technology to increase language fluency.	KHS Administration; ESL teachers	Students will have access to vocabulary technology that will improve language acquisition.				
Problem Statements: Student Academic Achievement 6 Funding Sources: 165/ES0 - ELL - 4135.00						
7) At-Risk Special Education students will have access to online curriculum to help improve comprehension and content mastery.	KHS Curriculum Director; KHS SPED Coordinator	Improved differentiation in instruction in the core classes serving Special Needs students.				
Problem Statements: Student Academic Achievement 7 Funding Sources: 166 - State Comp Ed - 2100.00						
8) Teachers and Aides will receive training in best practices for At-Risk students served by Special Education.	KHS SPED Coordinator	Improved support for students receiving services from instructional aides.				
Problem Statements: Student Academic Achievement 7 Funding Sources: 166 - State Comp Ed - 1350.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: While 65.57% of our students are At-Risk, 59.55% of identified At-Risk students met the criteria based on EOC failure. **Root Cause 1:** Instructional leaders and teachers do not have an effective process for implementing and tracking the success of interventions for struggling students.

Problem Statement 2: 15.87% of identified At-Risk students meet the criteria due to failing 2 or more class and 19% of identified At-Risk students meet the criteria due to being retained. **Root Cause 2:** Leadership has not created an effective system for students to get help with their classwork outside of the school day.

Student Academic Achievement

Problem Statement 1: Only 24% of students scored "meets grade level" on the Algebra I EOC **Root Cause 1:** Algebra teachers need to utilize data from common assessments to improve instruction and provide interventions

Problem Statement 3: Only 41% of students scored "meets grade level" on the English I EOC. **Root Cause 3:** English teachers need to utilize data from common assessments to improve instruction and provide interventions.

Problem Statement 4: Only 38% of students scored "meets grade level" on the English II EOC. **Root Cause 4:** English teachers need to utilize data from common assessments to improve instruction and provide interventions.

Problem Statement 5: Only 75% of students scored "meets grade level" on the US History EOC **Root Cause 5:** US History teachers need to utilize data from common assessments to improve instruction and provide interventions

Problem Statement 6: English Language Learners have below 30% pass rate on the English I and English II EOCs. **Root Cause 6:** Teachers need training and sustained support in utilizing strategies designed to help ELL students.

Problem Statement 7: SPED students have below below 50% pass rate on the English I, English II, and Algebra I. **Root Cause 7:** Teachers lack instructional strategies to help close the large gaps in student learning.





Problem Statement 8: 47.6 % of students were deemed college-ready in the 2016-2017 school year, which is below the state average. **Root Cause 8:** The campus lacks a variety of differentiation strategies for improving achievement.

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: Create an engaging classroom experience for all learners, using best practices from research, to improve student achievement.

Evaluation Data Source(s) 4: Increase in students scoring at meets grade level or masters grade level on the 2020 EOC scores. Increase in percentage of students who earn credit each semester.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will develop teacher instructional strategies through PLC activities. PLC discussions are guided by the KISD Problem of Practice/Theory of Action, our Campus Momentum Plan, and the implementation of T-TESS.	KHS Administrators	Peer discussion and collaboration in PLC meetings and walkthroughs observations.				
2) Teachers and administrators will attend professional development training such as Dufour PLC Conference to learn strategies related to using assessment data to inform instruction and learning strategies for helping struggling students.	KHS Administrators; KHS Campus Instructional Specialist	Teachers and administrators will share information from training and collaborate with PLC groups to incorporate learned best practices.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1, 3						
Funding Sources: 166 - State Comp Ed - 10000.00						
3) At-risk students will utilize technology to increase achievement in the classroom. Technology will be used to share engaging content and a variety of apps and programs will be used to increase active learning in the classroom for identified at-risk students.	KHS Administration; KHS Campus Instructional Specialist; KHS Campus Technologists	Increased use of technology in the classroom; increased student engagement and achievement				
Problem Statements: Demographics 1 - Student Academic Achievement 2, 3, 4 - School Processes & Programs 4						
Funding Sources: 166 - State Comp Ed - 13000.00						
4) CTE teachers will provide hands-on instruction in their field of study to engage students and make connections to the real world.	KHS Administration; CTE Director	Improved student performance in CTE courses; increased enrollment in CTE courses				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5						
Funding Sources: 163 - Career & Technology - 130000.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) G/T students will attend field trips to places, such as colleges, museums, and historical sites, which will enhance their learning experience from the classroom. They will also have access to a variety of resources to enrich their academic environment.	KHS Curriculum Director, KHS Campus Instructional Specialist, KHS G/T Teachers	Student's will make real-world connections and applications of the content learned in their classes.				
Problem Statements: Student Academic Achievement 9 Funding Sources: 177 - Gifted/Talented - 2500.00						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: While 65.57% of our students are At-Risk, 59.55% of identified At-Risk students met the criteria based on EOC failure. Root Cause 1: Instructional leaders and teachers do not have an effective process for implementing and tracking the success of interventions for struggling students.
Student Academic Achievement
Problem Statement 1: Only 24% of students scored "meets grade level" on the Algebra I EOC Root Cause 1: Algebra teachers need to utilize data from common assessments to improve instruction and provide interventions
Problem Statement 2: Only 49% of students scored "meets grade level" on the Biology EOC. Root Cause 2: The campus does not provide teachers with resources needed to implement necessary interventions.
Problem Statement 3: Only 41% of students scored "meets grade level" on the English I EOC. Root Cause 3: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 4: Only 38% of students scored "meets grade level" on the English II EOC. Root Cause 4: English teachers need to utilize data from common assessments to improve instruction and provide interventions.
Problem Statement 5: Only 75% of students scored "meets grade level" on the US History EOC Root Cause 5: US History teachers need to utilize data from common assessments to improve instruction and provide interventions
Problem Statement 9: The percentage of students passing the AP and/or IB exams is comparable to our district in most subject areas but is well below the state averages. Root Cause 9: There is a lack of data-based planning in AP and/or IB courses.
School Processes & Programs
Problem Statement 1: Teachers lack time to study student data in a meaningful context. Root Cause 1: Instructional leaders have not provided a system for teachers to study student data and determine best practices for instruction.

School Processes & Programs

Problem Statement 3: Limited PLC time contributes to a lack of student data analysis by teachers. **Root Cause 3:** Instructional leaders have not provided an efficient system for teachers to use common assessments and data disaggregation.

Problem Statement 4: Students understanding of and use of technology is limited. **Root Cause 4:** Teachers need training on how to incorporate technology into 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 5: By the end of the 2020 school year, the number of EOC re-testers will decrease by 30%.

Evaluation Data Source(s) 5: Decrease in the number of students needing to test in the summer.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Each department will offer remediation throughout the year during the evenings and weekend. Remediation will target all at-risk students including students who have failed a previous EOC. Remediation will focus on improving achievement in all sub-populations (at-risk African Americans, at-risk SPED, at-risk Economically Disadvantaged, and ELL).	KHS Administration; KHS Teacher Leaders	Sign-ins at remediation events; scores on formative, common assessments; scores on EOC retests in December; scores on EOC exams in the spring				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: 166 - State Comp Ed - 13330.00					
2) Teachers will learn appropriate intervention techniques through professional development offerings. These techniques will help to target our ELL, at-risk SPED, at-risk Economically Disadvantaged, and at-risk African American populations. Teachers will learn from Lead4ward presenters how to support struggling readers and use data to implement interventions.	KHS Administration	Use of strategies and/or data learned at training.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3 Funding Sources: 166 - State Comp Ed - 2000.00					
3) Teachers of at-risk students will participate in full day planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations (at-risk African Americans, at-risk SPED, at-risk Economically Disadvantaged, and ELL). Substitutes will be provided for teachers.	KHS Administration	Improvement in lesson planning; increased student engagement				
	Problem Statements: Demographics 1 - Student Academic Achievement 2, 3, 4, 6, 7 Funding Sources: 166 - State Comp Ed - 4000.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: While 65.57% of our students are At-Risk, 59.55% of identified At-Risk students met the criteria based on EOC failure. **Root Cause 1:** Instructional leaders and teachers do not have an effective process for implementing and tracking the success of interventions for struggling students.

Student Academic Achievement

Problem Statement 1: Only 24% of students scored "meets grade level" on the Algebra I EOC **Root Cause 1:** Algebra teachers need to utilize data from common assessments to improve instruction and provide interventions

Problem Statement 2: Only 49% of students scored "meets grade level" on the Biology EOC. **Root Cause 2:** The campus does not provide teachers with resources needed to implement necessary interventions.

Problem Statement 3: Only 41% of students scored "meets grade level" on the English I EOC. **Root Cause 3:** English teachers need to utilize data from common assessments to improve instruction and provide interventions.

Problem Statement 4: Only 38% of students scored "meets grade level" on the English II EOC. **Root Cause 4:** English teachers need to utilize data from common assessments to improve instruction and provide interventions.

Problem Statement 5: Only 75% of students scored "meets grade level" on the US History EOC **Root Cause 5:** US History teachers need to utilize data from common assessments to improve instruction and provide interventions

Problem Statement 6: English Language Learners have below 30% pass rate on the English I and English II EOCs. **Root Cause 6:** Teachers need training and sustained support in utilizing strategies designed to help ELL students.

Problem Statement 7: SPED students have below below 50% pass rate on the English I, English II, and Algebra I. **Root Cause 7:** Teachers lack instructional strategies to help close the large gaps in student learning.

School Processes & Programs

Problem Statement 1: Teachers lack time to study student data in a meaningful context. **Root Cause 1:** Instructional leaders have not provided a system for teachers to study student data and determine best practices for instruction.

Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. **Root Cause 2:** Teachers lack knowledge of a variety of instructional strategies to serve a diverse student population.




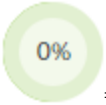

Problem Statement 3: Limited PLC time contributes to a lack of student data analysis by teachers. **Root Cause 3:** Instructional leaders have not provided an efficient system for teachers to use common assessments and data disaggregation.

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 6: By the end of the 2019-2020 school year, the percentage of students scoring approaches grade level on the STAAR End of Course Exam in US History will increase by 2%, students scoring meets grade level will increase by 10%, and students scoring masters grade level will increase by 5%.

Evaluation Data Source(s) 6: Results of the 2020 US History End of Course Exam

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will administer common formative and summative assignments in each unit. Scores and data will be used to provide intervention so that students will be successful on their EOC based summative assignments	KHS Social Studies teachers; KHS Social Studies Lead Teacher	Student success on summative assignments				
 = 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 7: By the end of the 2019-2020 school year, the number of students scoring approaches grade level on the Algebra I STAAR End of Course exam will increase by 10%, students scoring meets grade level will increase by 10%, and students scoring masters grade level will increase by 5%.

Evaluation Data Source(s) 7: Results of the 2020 Algebra I End of Course Exam

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase teacher knowledge and use of technology to engage student learning and success. Teachers will use the TI inspire calculators in class to increase engagement and success in learning.	Curriculum Director	Increased student exposure to technology to generate interest and success for all math students.				
Problem Statements: Student Academic Achievement 1, 7 - School Processes & Programs 4						
2) Special Education students will be served through a Resource Algebra I, Geometry, or Math Models class in order to provide more focused, differentiated instruction.	KHS Board Builder, SPED Coordinator	Improved performance of SPED students on the Algebra I EOC				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 7 Problem Statements:




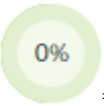

Student Academic Achievement
Problem Statement 1: Only 24% of students scored "meets grade level" on the Algebra I EOC Root Cause 1: Algebra teachers need to utilize data from common assessments to improve instruction and provide interventions
Problem Statement 7: SPED students have below below 50% pass rate on the English I, English II, and Algebra I. Root Cause 7: Teachers lack instructional strategies to help close the large gaps in student learning.
School Processes & Programs
Problem Statement 4: Students understanding of and use of technology is limited. Root Cause 4: Teachers need training on how to incorporate technology into 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 8: By the end of the 2019-2020 school year, the number of students scoring approaches grade level on the Biology STAAR End Of Course exam will increase by 10%, the number of students scoring meets grade level will increase by 10%, the number of students scoring masters grade level will increase by 10%.

Evaluation Data Source(s) 8: Results of the 2020 Biology End of Course Exam

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will participate in field based instruction to enhance and/or reinforce taught state objectives related to Biology content.	Classroom Teachers, Curriculum Director, Campus Instructional Specialist, Department Head, Lead Teacher	Students will journal experiences, produce projects based on the learned experience, and verbalize learning goals				
 = 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 9: By the end of the 2019-2020 school year, the number of students scoring approaches grade level on the English I and II STAAR End Of Course exam will increase by 10%, the number of students scoring meets grade level will increase by 10%, the number of students scoring masters grade level will increase by 5%.

Evaluation Data Source(s) 9: Results of the English I and English II STAAR End-of-Course Exams

Summative Evaluation 9:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Special Education students will be served through a Resource English class in order to provide more focused, differentiated instruction to improve achievement for our SPED population.	KHS Board Builder, KHS SPED Coordinator	Improved performance of SPED students on the English I and English II EOCs				
2) Special Education students who have failed a STAAR assessment will utilize Successmaker software to improve their achievement in Reading.	KHS Administration; SPED Coordinator	Improved performance of SPED students on the English I and English II EOCs.				
3) Senior students who have not passed the English I and/or English II EOCs are placed in a college prep English class in order to receive remediation assistance.	KHS Administrator, English Teacher Leader	Improved performance on the English I and English II EOCs				
= Accomplished = Continue/Modify = No Progress = Discontinue						

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

Performance Objective 1: Implement professional development programs which improve teacher performance in instructional delivery, classroom management, and responding to the needs of students.

Evaluation Data Source(s) 1: Increase in student achievement related to grades and EOC scores. Decrease in referrals.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will bring in professional development presenters such as Debbie Silver and Hope and Wade King for teachers of At-Risk students to learn more about instructional strategies for differentiation, using collaboration in the classroom, and designing engaging lessons.	KHS Administrators; KHS Campus Instructional Specialist	Registration and attendance will be tracked in LEARN for all campus professional development opportunities				
Problem Statements: School Processes & Programs 2 - Perceptions 1 Funding Sources: 166 - State Comp Ed - 6120.00						
2) Encourage teachers to attend professional development to explore instructional strategies, classroom management, and relationship building skills.	KHS Administration;	Observations of evidence of training demonstrated through classroom application.				
Funding Sources: 163 - Career & Technology - 10000.00						
3) We will create a Schoology group to share strategies learned in professional development with all staff.	KHS Administration; KHS Teacher Leaders	Use of Schoology; increased student engagement in the classroom				
4) Staff of G/T students will attend G/T training on the needs, instruction, and assessment. Teachers will use strategies they learned in their planned instruction for students.	KHS Curriculum Director, KHS Campus Instructional Specialist	Teachers will understand and be able to address the needs of gifted and talented students in their classrooms.				
Problem Statements: School Processes & Programs 2 Funding Sources: 177 - Gifted/Talented - 2098.20						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. **Root Cause 2:** Teachers lack knowledge of a variety of instructional strategies to serve a diverse student population.

Perceptions









Problem Statement 1: 1004 minor discipline referrals (tardies, dress code violations, ID violations) documented. Students miss instructional time due to these violations. **Root Cause 1:** Enforcement of discipline standards is inconsistent across the campus. There is no positive behavior support system in place.

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

Performance Objective 2: Maintain a culture where our campus staff feel valued and appreciated

Evaluation Data Source(s) 2: Survey of staff

Summative Evaluation 2:




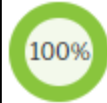



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue the faculty and staff club which honors faculty and staff on birthdays, school anniversaries, new family members, etc.	KHS Faculty and Staff Club Sponsors					
2) A weekly newsletter will be published to celebrate faculty and staff accomplishments.	KHS Principal; KHS Curriculum Director;	Published weekly newsletter				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						





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: View parents and community as partners in educating our students and seek every opportunity to involve parents and community in campus events.

Evaluation Data Source(s) 1: Campus event attendance

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) KHS will offer multiple opportunities for parents to be part of the school. This will include a Roo Meet and Greet and a Walk A Mile In My Shoes Day.	KHS Staff	Results of the feedback surveys that are given during the event				
	Problem Statements: Perceptions 2					
2) KHS facilities will be used to host the district's Freedom Walk event bringing the community into our school.						
3) The campus will partner with parents and community members in recognizing the academic achievements of students in order to foster a positive attitude toward school and encourage students to succeed. Recognition will be given through award ceremonies, positive promotional prizes, and verbal/written communication.	KHS Administration, GEAR UP Facilitator	List of students receiving recognition in academics, attendance, and behavior. Parent and Community involvement in awards ceremonies.				
	Problem Statements: Student Academic Achievement 8					
4) Students and parents will have the opportunity to participate in informative sessions about college, financial literacy, career counseling, and student/parent workshops.	KHS Administration, AVID Coordinator, and KHS Counseling Team	Student and parent involvement at campus events will increase.				
5) ELL teachers will host educational parent meetings for parents of LEP students on topics that will allow parents to help their children succeed academically.	KHS Administration, ELL teachers	Sign-in sheets from parent education sessions				
	Problem Statements: Student Academic Achievement 6 Funding Sources: 263 - ESEA, Title III Part A - 663.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:






Student Academic Achievement
Problem Statement 6: English Language Learners have below 30% pass rate on the English I and English II EOCs. Root Cause 6: Teachers need training and sustained support in utilizing strategies designed to help ELL students.
Problem Statement 8: 47.6 % of students were deemed college-ready in the 2016-2017 school year, which is below the state average. Root Cause 8: The campus lacks a variety of differentiation strategies for improving achievement.
Perceptions
Problem Statement 2: Parental involvement data is not collected throughout the year. Root Cause 2: The campus lacks a system for documenting the data.

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: Killeen High School administration, staff, and campus police will work together to ensure order, safety, and discipline at all times on our campus in order to provide a safe and positive learning environment for all students and staff.

Evaluation Data Source(s) 1: Decrease in referrals and discipline incidents

Summative Evaluation 1:





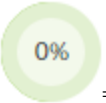

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) KHS will conduct a yearly safety audit, and provide safety supplies (as needed) to enhance the safety of all students and staff on campus. Campus will use school safety grant funds to purchase supplies needed.	KHS Administration	Staff will communicate an awareness of safety procedures and protocols on campus.				
 = 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 1: 90% of the campus instructional budget will be spent on training, resources, supplies, and field-based instruction which will directly impact and recognize student achievement.

Evaluation Data Source(s) 1: Campus improvement plan funding summary

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The administrative team will review the campus improvement plan funding summary monthly in administrative staff meetings.	KHS Administration	Campus Improvement Plan funding summary				
2) SBDM Committee will evaluate performance objectives in the campus improvement plan to ensure the connection between the objectives and student achievement.	KHS Administration; KHS SBDM Committee	Campus Improvement Plan				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						