

Keller Independent School District



Central High School

2025-2026 Campus Improvement Plan

Mission Statement

In partnership with families and community, the mission of Central High School is to inspire in all students the desire to learn, the courage to lead, the value of proven character, and the commitment to serve.

Character - Honor - Service

Vision

KISD - An exceptional place to learn, work, and live.

Value Statement

We value care for our teachers because the impact of their work prepares students for their future.

We value passionate teaching dedicated to content and craft that inspires others.

We value relationships as the foundation for how we teach, learn, work, and play together in a safe, engaging, and caring way.

We value exploration and the pursuit of one's passion that leads to personal growth.

We value communication and collaboration that strengthens our unity.

We value respect for the diversity of our school community through a culture of understanding and personalized learning opportunities.

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Priority Problem Statements

Problem Statement

Root Cause

1
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The campus is experiencing a demographic shift, marked by an increase in the number of students receiving Special Education services and those identified as Economically Disadvantaged.

While staff are committed to student success, additional support in differentiated instruction, inclusive practices, and access to targeted professional development will strengthen our ability to provide equitable, high-quality learning experiences for all students.

2
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College, Career, Military Readiness (CCMR) is a focus for all of our students at CHS. It continues to be a struggle to ensure 100% of our seniors receive their CCMR point by graduation.

Students and families struggle to see the value in CCMR. They enjoy the choice among the pathways and often change course pathways throughout their high school career which eliminates their ability to receive their CCMR point.

3
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In 2025, the Algebra 1 End-of-Course (EOC) assessment scores dropped by 11 points compared to the previous year.

The decline in Algebra 1 performance is primarily attributed to staffing instability and limited instructional capacity within the department. Three of the Algebra 1 teachers were new to the content area and CHS requiring significant support to build both pedagogical content knowledge and effective instructional strategies.

4
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In 2025, English I End-of-Course (EOC) assessment scores declined by 1 point compared to the previous academic year.

The small decrease signals a potential plateau in student growth and raises concerns about instructional consistency, student engagement, and the use of district curriculum.

5
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Current student management processes and accountability systems for student tardies are not consistently enforced by staff, which has contributed to a lack of urgency among students regarding timely class attendance.

In previous years, teachers were responsible for manually tracking tardies and writing discipline referrals without consistent administrative support or streamlined processes. This added workload, combined with a lack of timely follow-up, led many teachers to deprioritize entering tardies into the system.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and

workforce readiness

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

60% of students will score Meets in each tested grade level and content as measured by 2026 STAAR/EOC.

Action Step 1

The master schedule was created and finalized to ensure that core content teachers have a common conference period, allowing for regular collaboration and planning.

Measures: Weekly PLC

Staff Responsible for Monitoring: Kathleen Eckert
Krysta Reed
Lauren McMillan

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews



Accomplished

December



Accomplished

April



Accomplished

July

August

Action Step 2

Teachers will utilize district provided common assessments and they will monitor mastery of TEKS for each student.

Measures: KISD Common Assessments

Staff Responsible for Monitoring: Krysta Reed
Lauren McMillan
Kathleen Eckert

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews



Accomplished



Accomplished



Accomplished

Action Step 3

Administer, analyze, and utilize BOY, MOY, and EOY Map data to track student growth.

Measures: BOY, MOY, and EOY data

Staff Responsible for Monitoring: Amy Jo Wagner

Krysta Reed

Lauren McMillan

Kathleen Eckert

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

Moderate Progress

April

July

August

Action Step 4

The Algebra I retester boot camp held in May 2025 achieved a 69% pass rate. Based on data from the May administration, the boot camp will be revised and improved prior to the December 2025 retest. It will be reviewed and updated again using data from the December results. In April/May the boot camp will be implemented in all Algebra I classes as a comprehensive review before the EOC.

Measures: May 2025 EOC

December 2025 EOC

Staff Responsible for Monitoring: Lauren McMillan

Krysta Reed

Kathleen Eckert

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

Considerable Progress

April

July

August

Action Step 5

The instructional coach will collaborate with World Geography and World History teachers to integrate a minimum of two writing assignments per nine weeks using the ACE (Answer-Cite-Explain) strategy aligned with English I and II expectations.

Measures: Lesson plans
Student work samples
PLC meetings

Staff Responsible for Monitoring: Lauren McMillan
Krysta Reed
Kathleen Eckert

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

Considerable Progress

April

July

August

Performance Objective 2

100% of students will graduate as CCMR, College/Career/Military Ready as measured by state accountability data.

Action Step 1

Counselors will create and maintain a spreadsheet of their students and their CCMR point.

Measures: Percentage of students earning their CCMS point

Staff Responsible for Monitoring: Emily Gentry
Krysta Reed
Kathleen Eckert

TEA Priorities: Connect high school to career and college

Progress Reviews

Some Progress

December

Considerable Progress

April

July

August

Action Step 2

Administer TSI assessment for junior and senior students who need their CCMR point.

Measures: Number of students who meet the TSI standard

Staff Responsible for Monitoring: Emily Gentry
Amy Jo Wagner
Krsyta Reed

TEA Priorities: Connect high school to career and college

Progress Reviews

Some Progress

December

Moderate Progress

April

July

August

Action Step 3

Embed College Bridge in senior level English and Math to help students earn their CCMR point.

Measures: Number of students completing College Bridge.

Staff Responsible for Monitoring: Emily Gentry
Lauren McMillan
Krysta Reed

TEA Priorities: Connect high school to career and college

Progress Reviews

Some Progress

December

Considerable Progress

April

July

August

Action Step 4

Alpha counselors will meet with all juniors and seniors in the fall semester and ensure CCMR planning is part of the yearly meeting with their students.

Measures: Number of students met with
Percentage of students earning their CCMR point

Staff Responsible for Monitoring: CHS Counselors
Krysta Reed

TEA Priorities: Connect high school to career and college

Progress Reviews

Some Progress

December

Considerable Progress

April

July

August

Performance Objective 3

By May 2026, all students in Algebra 1, English 1, and English 2 will demonstrate one year or more of academic growth as measured by MAP.

Action Step 1

Teachers will ensure 100% of their students complete the BOY.

Measures: Number of students completing the BOY

Staff Responsible for Monitoring: Amy Jo Wagner
Alg 1, Eng 1, and Eng 2 Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

Moderate Progress

April

July

August

Action Step 2

Alg 1, Eng 1, and Eng 2 teachers will meet after each MAP administration to disaggregate the data.

Measures: Number of data talks

Staff Responsible for Monitoring: Krysta Reed
Lauren McMillan

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

Considerable Progress

April

July

August

Action Step 3

KISD Assessment will come meet with our teachers to go over the BOY data to help ensure the teachers fully understand the data.

Measures: Meeting

Staff Responsible for Monitoring: Krysta Reed
Lauren McMillan

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

 Accomplished

December

 Accomplished

April

 Accomplished

July

August

Goal 2 Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1

By the end of the 2025-2026 school year, at least 90% of students, parents, and staff will indicate satisfaction with campus communication, engagement opportunities, and school climate survey.

Action Step 1

Monthly hour lunches for students.

Measures: Number of hour lunches

Staff Responsible for Monitoring: Kathleen Eckert

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

 Accomplished

December

 Accomplished

April

 Accomplished

July

August

Action Step 2

Plan and implement Student Appreciation Week (SAW) in December.

Measures: Student survey after SAW

Staff Responsible for Monitoring: Kathleen Eckert
Principal's Cabinet

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Considerable Progress

December

 Accomplished

April

 Accomplished

July

August

Performance Objective 2

For the 2025-2026 school year, 100% of campus staff will become members of the PTA.

Action Step 1

Incentivize and encourage all staff to join PTA by the end of September.

Measures: Number of staff who join PTA

Staff Responsible for Monitoring: Kathleen Eckert

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August

Performance Objective 3

By May 2026, 100% of students will report having at least one trusted adult on campus they can go to for support, as measured by climate surveys.

Action Step 1

Counselors will make connections with students who indicated they do not have a trusted adult on campus during the end of year survey May 2025.

Measures: CHS Counselors
Kathleen Eckert

Progress Reviews

Some Progress

December

Considerable Progress

April

July

August

Action Step 2

Survey students in December to determine which students feel they do not have a trusted adult on campus.

Measures: Student survey

Staff Responsible for Monitoring: CHS Counselors
Kathleen Eckert

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

No Progress

December

Some Progress

April

July

August

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By the end of the 2025-2026 school year, 90% of staff will report feeling recognized and valued for their contributions, as measured by the annual staff survey.

Action Step 1

Host five 'New-to-CHS Teacher Luncheons' throughout the 2025-2026 school year to provide mentoring, build relationships, and support onboarding for new staff.

Measures: Attendance
Feedback

Staff Responsible for Monitoring: Kathleen Eckert
Krysta Reed
Lauren McMillan
Cindy Newman

Progress Reviews

Moderate Progress

December

Considerable Progress

April

July

August

Action Step 2

Incorporate teacher appreciation and recognition ideas and strategies.

Measures: Number of teacher appreciation and recognition strategies

Staff Responsible for Monitoring: Kathleen Eckert
Krysta Reed

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August

Performance Objective 2

By May 2026, 100% of staff will report positive connections with colleagues outside their own department, as measured by staff climate surveys.

Action Step 1

Create intentional opportunities to engage staff such as payday breakfast.

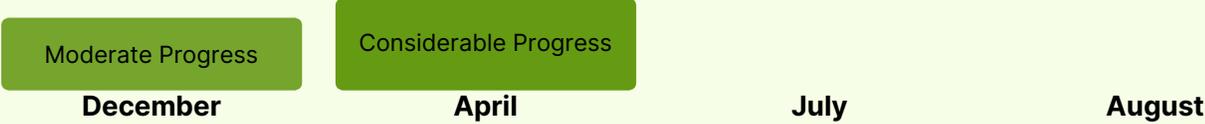
Measures: Number of events held

Staff Responsible for Monitoring: Kathleen Eckert
Krysta Reed

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews



Performance Objective 3

By May 2026, at least 90% of teachers will report that their voice is valued in campus decision-making, as measured by the staff climate surveys.

Action Step 1

Give teachers a voice by having them vote on a variety of decisions.

Measures: Number of items teachers vote on

Staff Responsible for Monitoring: Kathleen Eckert
Krysta Reed

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

