

Keller Independent School District



Keller High School

2025-2026 Campus Improvement Plan

Mission Statement

Keller High School develops students both in mind and character, preparing them for future success by instilling high academic and ethical standards.

Value Statement

Relationships: We make the KHS family our priority.

Community: We emphasize kindness and inclusion.

Education: We promote lifelong learning and innovation.

Communication: We value the effective exchange of ideas.

Service: We give back to our school and community.

Excellence: We encourage high achievement in all endeavors.

Respect: We honor our traditions.

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Comprehensive Needs Assessment

Demographics

Summary

Campus Enrollment: 2,869 (down about 100 students from last year; 11th grade class is smallest class we have had in last several years; this group was our smallest class as 9th and 10th graders as well; from last year to this year the class of 2027 has decreased by 38 students)

9th - 716 (29 students smaller)

10th - 724 (down 21 students)

11th - 650 (down 38 students)

12th - 743 (grew by 3)

Transition - 34 grew by 6

Current Demographics for the campus are listed below:

White: 61.98% (1,777) (slight decrease from 62.69% in 24-25)

Hispanic: 15.52(445) (slight decrease from 16.061last year)

African American: 4.29% (123) (same as last year)

Asian: 9.80% (281) (same as last year)

Multi-Race: 7.62% (226) (slight increase from 8.34% last year)

American Indian: .03% (1) (same as last year)

Native Hawaiian: .03% (1) (same as last year)

Program	9	10	11	12	Transition	Total
504	131	115	129	164	0	524-25/26 539 -24/25 558 -23/24

At Risk	134	149	177	131	9	615-25/26 600 -24/25 634 -23/24
GT	110	101	127	117	0	428-25/26 455 -24/25 475 -23/24
SpEd	73	51	59	51	28	283-25/26 262 -24/25 231 -23/24)
Free/Reduced Meals	98	74	67	58	10	289 - 25/26 307 -24/25 295 -23/24
ELL	15	5	10	12	1	38-25/26 43 -24/25 69 -23/24
LEP	27	12	17	17	1	67-25/26 74 -24/25 79 -23/24
Homeless	0	0	2	1	1	3-25/26 4 -24/25 5 -23/24

Strengths

Our demographics remain steady with what we have seen in the past. As a whole, our enrollment has declined the past two years. We have a low mobility rate which is aligned with our community as housing prices remain high and availability is very limited.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



of special ed students continues to increase, while our special ed staffing and over all teaching staff has decreased. This causes increased student case loads for our special ed teachers on top of new requirements and processes for documentation. This also increases the load on classroom teachers to ensure that accommodations are met in accordance with ARD decisions.

One reason for increases in numbers is programs shifting from other parts of the district to be more centralized. In addition, we hear from parents that KISD has a strong reputation for ensuring that students needs are met and student success, so when making relocation decisions, they are taking that into account.

2

Enrollment is declining, with the 9 and 10 grade class sizes being 3% lower than the 12th grade class and the 11th grade class is almost 100 students (12%) less that the Senior class.

While it is a bit challenging to pin point a specific cause for this, we do know the housing market remains strong and prices are high. Inventory is very limited in the KHS attendance zone area. Based on feedback from many families, they are having to make challenging decisions as it relates to housing affordability and having to leave the area due to increased prices.

 = Priority

Student Learning

Summary

Keller HS has a focus on intentional planning utilizing proven planning and instructional strategies. This year, we will continue to focus on connecting with our students, building positive relationships, ensuring our classroom environments include high level learning opportunities and using data to further guide instruction. Below are data points related to student learning.

Informal Campus Walk Through Data based on 228 walk throughs done by campus administration in classrooms from across the campus:

- High levels of engagement are noted with 79% of walk through indicating all students are engaged and 21% noting the most are engaged.
- Levels of rigor were balanced with 34% of walk throughs being at the remember and understand level; 56% were at the apply/analyze level; 10% were at the evaluate/create level.
- High levels of discourse were noted with 59% of students being able to explain what they are learning and why and 26% of students were assisting/teaching others
- Real world connections were noted in 73% of walk throughs conducted
- Relationships between teacher and students was clearly evident in 85% of walk throughs.

Below is a summary of our EOC assessment data. As a campus, we earned an A rating with a score of 96.

- **English 1** - Passing scores remain strong with approaches increasing by 2%; Meet (-4%) and Masters (-8%). While there were declines in the meets and masters areas, we exceeded the district average by 9% for meets and were in line with the district average for masters. And, while we continue to see increased numbers of our students take English 1 at the 8th grade level, our scores for English 1 remain strong. █

English I	English I											
	Performance											
	Approaches or Higher				Meets or Higher				Masters			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
KHS	88%	94%	91%	93%	78%	84%	86%	82%	21%	30%	36%	28%
State	63%	71%	67%	66%	48%	54%	54%	52%	11%	14%	17%	16%
Region	65%	72%	67%	66%	51%	56%	54%	52%	11%	15%	17%	16%
Keller ISD	81%	89%	85%	85%	78%	78%	76%	73%	21%	26%	28%	28%

- **English II** - Approaches and meets remained the same at last year and has been strong for the past 4 years. Masters declined by 5% but exceeded the district average.

	English II											
	Performance											

English II	Approaches or Higher				Meets or Higher				Masters			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
KHS	94%	94%	95%	95%	89%	88%	89%	89%	29%	26%	25%	20%
State	71%	74%	74%	71%	57%	56%	60%	57%	9%	9%	9%	9%
Region	73%	75%	76%	72%	59%	58%	62%	57%	9%	9%	9%	8%
Keller ISD	89%	88%	88%	87%	80%	76%	79%	77%	29%	15%	15%	12%

- **Algebra I** - Passing scores remain strong with approaches at 90%! Meets and masters did decline this year. Note - approx 300 students took Algebra I in 8th grade which is about 40% of the class.

Algebra I												
Algebra I	Performance											
	Approaches or Higher				Meets or Higher				Masters			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
KHS	89%	90%	91%	90%	58%	61%	59%	45%	31%	24%	28%	20%
State	74%	78%	79%	76%	46%	45%	45%	47%	30%	24%	25%	29%
Region	73%	77%	77%	73%	46%	45%	43%	44%	30%	24%	24%	27%
Keller ISD	84%	89%	86%	82%	56%	62%	55%	53%	38%	38%	35%	36%

- **Biology** - Scores remain strong with approaches and meets increasing by 1 and 2 percent respectively. Masters declined -5%, which is a trend over the past four years. A reason for this could be the increased numbers of students that are taking Biology during their 8th grade year, which was around 160 students or 23% of the class.

Biology												
Biology	Performance											
	Approaches or Higher				Meets or Higher				Masters			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
KHS	95%	98%	97%	98%	84%	84%	81%	83%	42%	43%	33%	28%
State	82%	89%	91%	91%	58%	57%	58%	62%	23%	22%	19%	21%
Region	83%	89%	91%	91%	59%	59%	58%	63%	24%	23%	19%	21%
Keller ISD	95%	98%	96%	96%	77%	79%	75%	77%	38%	37%	30%	29%

- **US History** - Scores remain strong and are consistent from prior years. We did see an increase in masters which increased by 7% to 74% of students achieving masters level.

US History												
US History	Performance											
	Approaches or Higher				Meets or Higher				Masters			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
KHS	99%	100%	100%	99%	93%	93%	93%	94%	73%	69%	67%	74%
State	89%	95%	95%	94%	71%	71%	69%	68%	44%	39%	37%	37%
Region	90%	95%	96%	94%	72%	73%	70%	69%	46%	41%	39%	39%
Keller ISD	99%	98%	98%	97%	87%	85%	84%	84%	63%	59%	56%	58%

Based on data that is currently available 237 students of the class of 2026 have taken the ACT with an average score of 24.19. This average is down slightly from the past two years. . However, the number of testers is up by over 100

from last year's Senior class at this point.

AP Exam 5 Year Summary

	2021	2022	2023	2024	2025
Total AP Students	898	942	1016	1084	1,122
# of Exams	1,733	1,885	2019	2243	2,402
AP Students w/ Score of 3+	667	748	793	883	939
% of Total AP Students w/ Score of 3+	74.28	79.41	78.05	81.46	83.69

Total # of students taking AP exams has risen to the highest level in 5 years along with the number of exams being taken. The # of Students scoring a 3+ increased along with the overall % of students scoring a 3+ rising to a 5 year high of 83.69, which is an increase of 9% since 2021. This is a notable data point that even as the number of students taking AP exams increased so did the number of those that passed. This indicates high levels of instruction along with building confidence in these students. These increases in students testing and exams being taken shows that KHS students (approx. one third of the student body) continue to seek out a more challenging, rigorous curriculum and the work teachers are doing in the classroom not only prepare students on a curricular level but also instill confidence in the students ability to perform well on the exam. These numbers represent a strong AP program which is reflective of a community that sees value in advanced courses.

Dual enrollment this year has gone through a transition as we moved from TCC to Tarleton. We did see a decline in our enrollment which we believe is related to the unknown of a new program. We have 598 seats filled, which is down from 775 last school year.

Title	Total Students
DE College Algebra	25
DE Economics	68
DE English 3	242
DC English 4	116
DC US Government	75
DC US History	72

The administration of the 2024 PSAT assessment gleaned solid results with 1 student being National Merit Semi Finalists, and 18 students receiving Commended honors. █

	2021	2022	2023	2024	2025
National Semi Finalists	0	9	3	5	1

Commended	18	18	12	8	18
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Currently for the class of 2026, 590 students have earned their CCMR point. This is 79% of the class. We did significant work with this student group during the spring of their Junior year to inform and provide opportunities to earn their CCMR point prior to Senior year. Our current percentage is higher by 8% than last fall and does not include projecting points for students that are enrolled in dual credit classes, college prep classes, or those that will earn their point through IBC or other methods. We are starting to see our numbers of students taking national assessment increase. And, while we have been intentional in sharing information about CCMR to our stakeholders including staff, CCMR is a relatively new term so communicating what CCMR is all about and the importance of earning their point will continue to be a focus for this year. Also, we are continuing to do extensive work in educating campus/district stakeholders when it comes to Special Needs students ensuring they are coded properly/take appropriate courses to earn their point.

Strengths

- # of students taking AP exams is highest it has been based on 5 year data.
- # of exams taken is the highest looking at data for the past 5 years
- The # of students scoring a three or higher continues to increase, even while the number of students taking exams increased.
- # of students scoring a 3/higher is highest in 5 years
- While AP program is increasing in # of students and # of exams, results remain high.
- State assessment results remained strong. Overall passing rates are consistent with years past with English 1 and Algebra 1 seeing larger declines in the Meets and Masters areas.
- A solid performance on the 2024 PSAT/NMSQ assessment has resulted in 1 National Merit Semi Finalist, 18 Commended Scholars.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1



Meets and Masters levels on Algebra I and English I EOC assessments declined.

While an intentional focus is placed on high expectations for EOC performance, students sometimes have a mindset that they just need to pass. And, while that is true, the focus really needs to shift to growth and doing their best vs. just passing.

 = Priority

School Processes & Programs

Summary

Keller HS is a school that focuses on what is best for students when making decisions. There are detailed processes for events such as safety and security drills, open house, walk the schedule, Tribal Showcase, and Fish Camp. Processes are reviewed annually and more frequently as needed. Our safety processes such as how we conduct our drills is an area we continue to make a priority. This is evident in how we strive to conduct more realistic lockdown training and drills.

From an organizational standpoint, each year, we review roles and responsibilities as well as campus processes such as attendance and discipline to ensure we are efficient and timely.

Strengths

Having a stable leadership team has led to consistency in our processes and campus organization. Also, having low turn over among staff helps to ensure processes are known and followed. Department chairs are key leaders on campus and provide teacher voice in decision making and hiring. This collaborative style of leadership creates buy in and a place where staff feels valued and heard.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1
★

Ensuring intentional conversations as it relates to data is a challenge. We have some that do this very well and other areas of growth.

With the loss of a collaboration/PLC period, data conversations have shifted and caused us to have to be much more intentional and planned well in advance. And at times getting all appropriate teachers together is a challenge due to other campus commitments.

★ = Priority

Perceptions

Summary

School Culture and Climate Summary

Over the past 7 years we have created a culture centered around the theme of being ALL IN and giving 100% in everything. This idea has spring boarded into promoting a community of excellence in all. With ALL IN as the overarching idea, we have had yearly themes that have provided focus and a way to unit as a staff. Themes have included family, together, connected, strong and reMARKable. This summer at our leadership retreat we reflected on the past 7 years and how much has changed in education with the goal of creating a statement about what Keller High is. From those conversations, we landed on the idea that Keller High is home. This encompasses our themes over the years and provides a clear unifying message of what Keller High is and the culture we are building in our home. When people arrive on campus, they see our home mural that includes notes from students and staff about what they will do to be all in and make Keller High a home this year.

Survey responses also reflect that of a supportive and caring community. Surveys were done with students each 9 weeks with the same questions asked each time. Questions were scaled on a 1 - 4 scale with 4 being the highest or yes/no.% shared below are a summary of the 2 - 4 selections. Below is a summary of the responses.

	1st 9 Weeks (1,284 responses)	2nd 9 Weeks (954 responses)	4th 9 Weeks (639 responses)
Students feel safe?	95%	94%	92.6%
Involved @ KHS?	81.2%	80.5%	77.6%
Adult they could go to?	94%	93%	92.2%

Based on responses to our staff end of the year survey (140 staff responses)

- 99.3% of responses indicated that staff is comfortable reaching out to campus admin with questions or concerns.
- 100% feel comfortable reporting harassment, bullying or illegal activities to campus admin or counseling.
- 95.7% staff feel discipline is fair and consistent at Keller High.
- 99% staff reported that they know the academic goals for Keller High.
- 100% reported that they feel safe at Keller High.

- 98% reported they feel connected to their peers and supported in their work.

Based on responses to our parent end of year survey (413 responses)

- 96% of responses indicated that parents are comfortable reaching out to campus admin with questions or concerns.
- 96% feel comfortable reporting harassment, bullying or illegal activities to campus admin or counseling.
- 91% of parents feel discipline is fair and consistent at Keller High.
- 96% of parents reported that they know the academic goals for Keller High.
- 95% of parents reported that their student has the ability to receive help on their school work when needed.
- 98% of parents reported that Keller High provides a safe learning environment for their student.
- 96% reported that campus staff treats members of the community with respect and develops positive relationships.
- 92% reported that they feel like they are a part of their student's school community.
- 92% feel like their student is connected and excited to come to school.

Staff Quality, Recruitment, and Retention Summary

Keller High School maintains a high-quality teaching staff, while recruiting and hiring quality teachers to fill vacancies that arise through retirements, family moves, career changes and promotions. This past year, due to funding, we saw a decrease in our teaching staff of 3. 6 staff members retired at the end of last school year. This was a significant loss as most had been at Keller High for more than 10 years. In total, we hired/received from other campuses 19 teachers. This is down from 26 in the previous year. Keller HS teachers have an average year of experience of 13.4 years based on the most recent TAPR report. Hiring practices at Keller HS focus on identifying and selecting exceptional teachers and staff members whose values align with the Keller HS mission and culture statements. The on-boarding experience for new staff members is led by a team consisting of an assistant principal and several veteran teachers who provide both initial and ongoing training, support, and team-building opportunities throughout the school year which includes partnering all teachers who are new to Keller HS with a department specific mentor, while also partnering first-year teachers with an Rookie Academy-trained mentor teacher.

Our administrative team saw a large turn over this year, with one AP leaving to be a superintendent at a private school, another being promoted to principal in KISD, and 3 others leaving to take positions closer to home/spouses job/seeking change in district. However, the new team is strong and has come together quickly to continue the long standing support and consistency that KHS has experienced in the past.

Strengths

- 80% of students are involved extra curricular activities/clubs
- 93% of students and 100% of staff feel safe at KHS
- There are strong positive relationships between staff and administration - survey indicates 99.3% of staff feel comfortable reaching out with questions or concerns
- 98% of staff feels connected to peers and feel supported in their work
- Positive responses to community survey from parents
- For a high school staff, our turn over is relatively low

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

While our number of parent responses to our end of year survey was up by about 300 responses, this is only approx 14% of our student population.

Based on feedback from PTSA and our CEIC committee, we have tried conducting surveys at various points during the year to find a time that would garner more responses. The thought would be that if parents were concerned, they would contact the campus/fill out surveys/etc to make sure their voice is heard.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Meets and Masters levels on Algebra I and English I EOC assessments declined.

While an intentional focus is placed on high expectations for EOC performance, students sometimes have a mindset that they just need to pass. And, while that is true, the focus really needs to shift to growth and doing their best vs. just passing.

2
★

of special ed students continues to increase, while our special ed staffing and over all teaching staff has decreased. This causes increased student case loads for our special ed teachers on top of new requirements and processes for documentation. This also increases the load on classroom teachers to ensure that accommodations are met in accordance with ARD decisions.

One reason for increases in numbers is programs shifting from other parts of the district to be more centralized. In addition, we hear from parents that KISD has a strong reputation for ensuring that students needs are met and student success, so when making relocation decisions, they are taking that into account.

3
★

Ensuring intentional conversations as it relates to data is a challenge. We have some that do this very well and other areas of growth.

With the loss of a collaboration/PLC period, data conversations have shifted and caused us to have to be much more intentional and planned well in advance. And at times getting all appropriate teachers together is a challenge due to other campus commitments.

★ = Priority



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

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

Action Step 1

Utilize CCMR reports to ensure accuracy of information and that information is reporting correctly and is updated in On Data Suite including SAT, ACT, FAFSA, TSI, AP, Dual Credit, certifications along with other pertinent data points. Report will be updated and shared with Principal monthly to monitor progress.

Measures: % of students earning their CCMR point

Staff Responsible for Monitoring: Associate Principal and Lead Counselor

TEA Priorities: Connect high school to career and college

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Provide CCMR training for:

-teachers who are facilitating College Bridge embedded into their course along with others who are monitoring College Bridge student progress in while in their virtual classes.

-APs, diagnosticians and counselors at the BOY to ensure all understand the components of CCMR and how course decision making can be impacted for Special Ed and Gen Ed students.

Measures: # of trainings held

Staff Responsible for Monitoring: Associate Principal and Lead Counselor

TEA Priorities: Connect high school to career and college

Progress Reviews

 Accomplished

December

April

July

August

Action Step 3

Educate parents, students and teachers in grades 9 - 12 regarding CCMR and how students can earn their point. Training to include spotlighting the CCMR requirements during regularly scheduled students and parent meetings with counselors.

Measures: # of students met with;
of students receiving their CCMR point

Staff Responsible for Monitoring: Associate Principal and Lead Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 4

Meet with Senior students who have not earned their CCMR point within the first 3 weeks of school to determine a plan for them to earn their point.

Measures: # of students met with
of students that earned their CCMR point

Staff Responsible for Monitoring: Associate Principal and Lead Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 5

During spring semester, identify rising Seniors that are candidates for the College Prep Math course based on their performance on the PSAT and current/prior math courses.

Measures: # of students enrolled in the course

Staff Responsible for Monitoring: Associate Principal and Lead Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Progress Reviews

No Progress

December

April

July

August

Action Step 6

In February of 2026, create a cohort of Juniors that have not earned their CCMR point yet and provide opportunities for them to earn by taking the TSI test prior to the start of their Senior year.

Measures: # of Junior students that are identified and given an opportunity to earn their point prior to the start of their Senior year.

of students in the cohort that earn their CCMR point prior to the start of their Senior year.

Staff Responsible for Monitoring: Associate Principal and Lead Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

No Progress

December

April

July

August

Action Step 7

Through Keller Academy, create opportunities for students that are off pace to graduate to complete their coursework, earn with CCMR point and graduate. Expectation is that 100% of graduates in the program earn their CCMR point. Progress of each student will be reported to the Principal monthly.

Measures: # of students that graduate through Keller Academy
of Keller Academy students that graduate with their CCMR point.

Staff Responsible for Monitoring: Keller Academy Teacher, Associate Principal, Lead Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 8

Provide prep material and administer TSI assessment throughout the year to Seniors that have

not earned their CCMR point within the first 9 weeks of the school year and to current Juniors enrolled in Algebra 2 during the spring semester as a data point for level of math placement for Senior year and to provide an opportunity for them to earn their CCMR point prior to Senior year.

Measures: # of students earning their CCMR point through the TSI assessment

Staff Responsible for Monitoring: Associate Principal, Lead Counselor, Counselors

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Considerable Progress

December

April

July

August

Performance Objective 2

60% of students in Algebra 1 will score at the Meets level.

85% of students in English 1 will score at the Meets level.

90% of students in English II will score at the Meets level.

84% of students in Biology will score a the Meets level.

95% of students in US History will score at the Meets level.

Action Step 1

Hold data talks with EOC tested teams to analyze assessment data including District Unit Assessments following the Keller ISD data talk protocol. During talks, identify weaker objectives and create instruction plans to spiral these objectives/reinforce through out the year along.

Measures: # of data talks held

of students that achieve meets level on the EOC assessment

Staff Responsible for Monitoring: Campus Testing Administrator; Department Asst. Principal; Assoc. Principal

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Hold data talks with English I & II, and Algebra I teams as it relates to MAP data. Following the Keller ISD data protocol, identify weaker objectives along with target students that may require targeted instruction to ensure growth.

Measures: # of data talks
of targeted students that achieve growth on their EOC assessment
of total students that show growth on their EOC assessment

Staff Responsible for Monitoring: English I, II and Algebra I teachers
Department Asst Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Increase # of class opportunities for students to conduct hands on labs in their Biology course.

Measures: # of labs conducted each 9 weeks

Staff Responsible for Monitoring: Biology Teachers
Science Dept. Asst. Principal

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 4

Intentional remediation opportunities in preparation for EOC exams in December and spring to comply with HB 1416 and meet the needs of teacher identified struggling students.

Measures: # of students that participate in the opportunities provided inside/outside of the school day
of hours of before/after school support that is offered
of identified 1416 students that are successful on their EOC assessment(s)

Staff Responsible for Monitoring: Associate Principal
EOC Teachers
Dept Asst. Principals

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Meets and Masters levels on Algebra I and English I EOC assessments declined.

While an intentional focus is placed on high expectations for EOC performance, students sometimes have a mindset that they just need to pass. And, while that is true, the focus really needs to shift to growth and doing their best vs. just passing.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Ensuring intentional conversations as it relates to data is a challenge. We have some that do this very well and other areas of growth.

With the loss of a collaboration/PLC period, data conversations have shifted and caused us to have to be much more intentional and planned well in advance. And at times getting all appropriate teachers together is a challenge due to other campus commitments.

Performance Objective 3

Become one of the top 25 6A high schools in the state of Texas as measured by US News Best High School rankings. Currently we are ranking 1,825/17,901 schools nationally; 27th in state of Texas for 6A high schools and 6th in the metroplex for 6A high schools.

Action Step 1

Utilize data talks to review AP planning report to identify weaker objectives to drive planning and instruction for the coming year.

Measures: Increase # of AP students scoring a 3 or higher on their AP exams from 83.69% to 84%

Staff Responsible for Monitoring: AP Teachers; Assessment Administrator

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

April

July

August

Action Step 2

Provide opportunities for AP exam prep through tutorials and mock exams.

Measures: # of students in attendance at tutorials.
of students that participate in mock exams.

Staff Responsible for Monitoring: Associate Principal

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

No Progress

December

April

July

August

Action Step 3

Provide PSAT prep using campus and district resources.

Measures: # of students that attend prep opportunities.
of students that earn National Merit Finalist and Commended Scholars

Staff Responsible for Monitoring: Associate Principal

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

April

July

August

Action Step 4

Reduce course failures as measured by semester and end of year course failure reports.

Measures: # of students failing at the end of the 1st 6 weeks grade check.

of students that fail one or more courses at semester.

of students that fail a course for the year.

of students that remediate through teacher remediation/credit recovery during the school year to gain back credit prior to the end of the year.

Staff Responsible for Monitoring: Campus Administration/Counselors

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

April

July

August

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Ensuring intentional conversations as it relates to data is a challenge. We have some that do this very well and other areas of growth.

With the loss of a collaboration/PLC period, data conversations have shifted and caused us to have to be much more intentional and planned well in advance. And at times getting all appropriate teachers together is a challenge due to other campus commitments.

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

Build a positive culture with the Keller HS community as measured by 90% positive responses to campus/district surveys along with other feedback tools.

Action Step 1

Connect students to Keller High beyond the classroom by promoting and encouraging involvement in student clubs and organizations.

Measures: % of students that identify as being a part of/participating in extra-curricular clubs/organizations
of opportunities where clubs/organizations are shared with students and families to include a fall and spring club fair during lunch

Staff Responsible for Monitoring: Asst. Principal over Clubs & Organizations
Principal

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Engage with parents through intentional events such as grade level parent meetings, coffee chats, meet the teacher, AP/Dual Credit night along with other opportunities.

Measures: # of events held
in attendance at events

Staff Responsible for Monitoring: Campus Administration and Counseling Teams

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Utilize parent and student surveys to gauge their level of connectedness to the Keller High community.

Measures: % of positive responses to surveys
of surveys conducted
of students and parents that participate in the surveys

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress

December

April

July

August

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

Build a positive culture with the Keller HS staff as measured by 90% positive responses to campus surveys along with other feedback tools.

Action Step 1

Utilize Heart at Work program to recognize staff including identifying and celebrating monthly campus winner.

Measures: # of Heart at Works submitted each month

Staff Responsible for Monitoring: Campus Secretary

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

Some Progress

December

April

July

August

Action Step 2

Create intentional opportunities to engage with staff including monthly coffee chats and other events.

Measures: # of events held
in attendance at these events

Staff Responsible for Monitoring: Principal/Campus Admin Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Intentionally appreciate staff through various opportunities to build positive morale among staff including giveaways, treat deliveries, pancake breakfasts, holiday events, etc.

Measures: # of events held

Staff Responsible for Monitoring: Campus Admin and Counseling Teams

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 4

Conduct informal walk throughs and leave encouraging notes in every classroom every 9 weeks.

Measures: # of walk throughs completed
of notes left

Staff Responsible for Monitoring: Campus Admin Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 5

Provide intentional support for Special Needs Case Managers during the school year utilizing campus budget.

Measures: # of sub days provided to complete required SpEd paperwork

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 6

Utilize staff surveys to gauge level of morale.

Measures: # of surveys sent
of positive responses to surveys

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

No Progress

December

April

July

August

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

of special ed students continues to increase, while our special ed staffing and over all teaching staff has decreased. This causes increased student case loads for our special ed teachers on top of new requirements and processes for documentation. This also increases the load on classroom teachers to ensure that accommodations are met in accordance with ARD decisions.

One reason for increases in numbers is programs shifting from other parts of the district to be more centralized. In addition, we hear from parents that KISD has a strong reputation for ensuring that students needs are met and student success, so when making relocation decisions, they are taking that into account.