

Keller Independent School District



Keller High School

2026-2027 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: 2,702 (down about 167 students from this time last year; 12th grade class is smallest class we have had in last several years; this group has been our smallest class since 9th grade year.

9th - 672 (44 less than last year's Freshman class)
10th - 682 (class is down 34 students from last year)
11th - 677 (class is down 47 students from last year)
12th - 643 (class is down 7 students from last year)
Transition - 28 down 6 students from last year

Breakdown of our current LEVERs (179)

- LEVER Code 80 – Enrolled in a Texas Public School or Charter School: 83 students
- LEVER Code 16 – Returned to Family's Home Country: 8 students
- LEVER Code 60 – Student is Homeschooled: 11 students
- LEVER Code 24 – College or Pursuing a Degree Program: 2 students
- LEVER Code 81 – Enrolled in a Texas Private School: 35 students (19%)
- LEVER Code 82 – Enrolled in a School Outside of Texas: 40 students

New enrollments: 126 students enrolled for the 2026–2027 school year.

Current Demographics for the campus are listed below:

White: 60.5% (1,636) (slight decrease from 61.98% last year)

Hispanic: 16.21% (438) (slight increase from 15.52 last year)

African American: 4.11% (111) (down from 4.29% last year)

Asian: 10.70% (289) (up from 9.8% from last year)

Multi-Race: 8.29% (224) (slight increase from 7.62% last year)

American Indian: .04% (1) (same as last year)

Native Hawaiian: .04% (1) (same as last year)

Program	9	10	11	12	Transition	Total
504	113	131	125	130	0	499 - 26/27 524-25/26 539 -24/25 558 -23/24
At Risk	137	208	157	93	11	606-26/27 615-25/26 600 -24/25 634 -23/24
GT	87	95	95	98	0	375-26/27 428-25/26 455 -24/25 475 -23/24
SpEd	74	75	57	45	28	279-26/27 283-25/26 262 -24/25 231 -23/24)
Free/Reduced Meals	50	53	54	38	5	200-26/27 289 - 25/26 307 -24/25 295 -23/24
ELL	14	17	14	11	4	52-26/27 38-25/26 43 -24/25 69 -23/24
LEP	14	18	14	11	4	61-26/27 67-25/26 74 -24/25 79 -23/24
Homeless	0	0	0	3	0	3-26/27 3-25/26 4 -24/25 5 -23/24

Strengths

Our demographics remain steady while enrollment has declined. We have a low mobility rate which is aligned with our community as our housing prices remain high and availability is very limited. With the rollout of vouchers by the state this year, less than 20% of leavers reported leaving to go to private schools.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	While our enrollment over all declined, the % of special ed students increased slightly from last year.	There is an increase in the number of self contained students in all of our programs along with the addition of a STACC 3 program which is new to us this year.
2	Enrollment is declining. The class of 2026 had 760 graduates. The incoming 9th grade class is 88 students less...a 9% decrease.	It is challenging to pin point a specific cause, but housing prices and availability limit the types of individuals moving into our attendance zone. Also land is scare so new building has slowed significantly. Due to the economy, families that currently live in our attendance zone have to make difficult decisions based on affordability of house and cost of rent/home costs.

★ = Priority

Student Learning

Summary

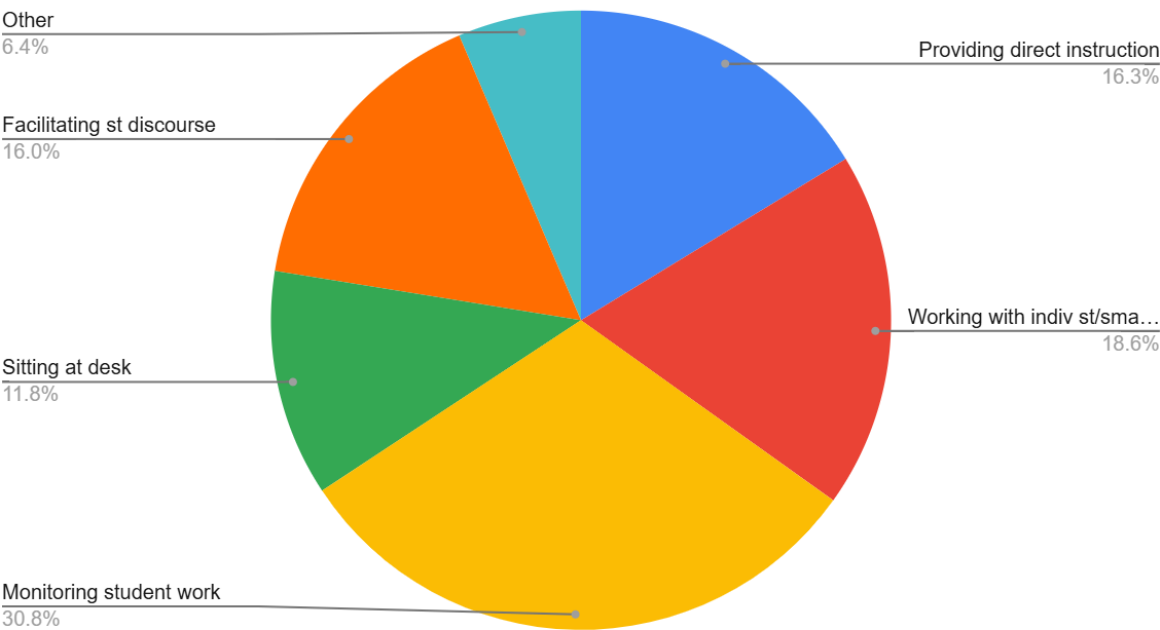
Keller HS has a focus on utilizing instructional strategies to promote high levels of engagement, rigor and learning. This year, we will continue to focus on connecting with our students, building positive relationships, and ensuring our classroom environments include high level learning opportunities. Intentional use of data will be a focus for our EOC teams including using data to drive instruction and identify struggling and bubble students as it relates to growth. Campus received an A rating based on the state accountability system. Below are data points related to student learning:

Informal Campus Walk Through Data

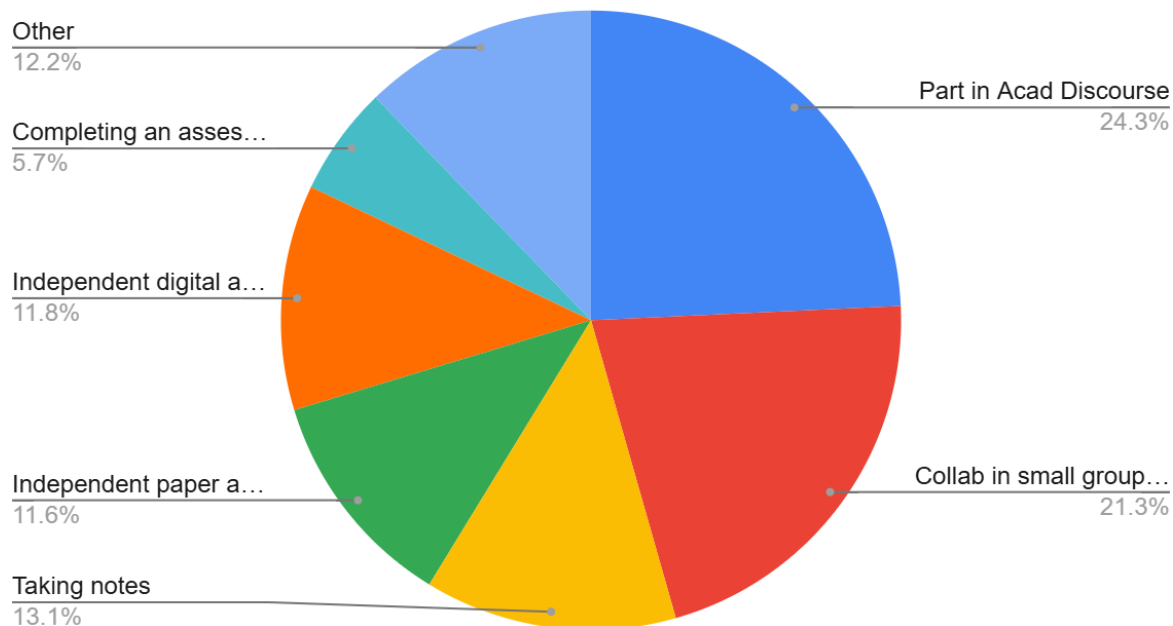
Based on 477 walk throughs done by campus administration in classrooms from across the campus. Using the district form, the focus was on curriculum alignment and what the teacher and student were doing.

- Aligned to curriculum - 97% of the walk throughs were aligned to district curriculum
- Using district resources - 88% of the time

What is the teacher doing?



What are students doing?



End of Course Assessments

English I - Overall scores in English I declined....5% at the approaches level; 8% at the meets level and 15% at the masters level. One contributing factor in this is that we had a teacher leave mid year which was filled by a long term sub due to a lack of certified candidates. And, we continue to see increased numbers of our students take English 1 at the 8th grade level.

English I	English I								
	Approaches or Higher			Meets or Higher			Masters		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
KHS	91%	93%	88%	86%	82%	74%	36%	28%	13%
State	67%	66%	72%	54%	52%	55%	17%	16%	13%
Region	67%	66%	72%	54%	52%	56%	17%	16%	13%
Keller ISD	85%	85%	86%	76%	73%	73%	28%	28%	18%

English II - We saw slight declines in our approaches level along with a 5% decline in both meets and masters levels. We continue to far exceed state, region and district averages.

English II	English II								
	Approaches or Higher			Meets or Higher			Masters		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
KHS	95%	95%	92%	89%	89%	85%	25%	20%	15%
State	74%	71%	72%	60%	57%	60%	9%	9%	9%
Region	76%	72%	72%	62%	57%	60%	9%	8%	9%
Keller ISD	88%	87%	85%	62%	77	74%	15%	12%	11%

Algebra I - Algebra I scores saw a decline from years past. While there are various factors, one to note is a teacher left mid year and was replaced with a long term substitute.

Algebra I									
	Approaches or Higher			Meets or Higher			Masters		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
KHS	91%	90%	80%	59%	45%	33%	28%	20%	10%
State	79%	76%	82%	45%	47%	54%	25%	29%	30%
Region	77%	73%	80%	43%	44%	50%	24%	27%	28%
Keller ISD	86%	82%	85%	55%	53%	55%	35%	36%	32%

Biology - Scores remain strong with approaches and meets just dipping slightly by 1% while masters increased 14%. We do continue to see large numbers of students take Biology at the 8th grade level which does impact our scores overall.

Biology									
	Approaches or Higher			Meets or Higher			Masters		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
KHS	97%	98%	97%	81%	83%	82%	33%	28%	42%
State	91%	91%	94%	58%	62%	71%	19%	21%	35%
Region	91%	91%	94%	58%	63%	71%	19%	21%	34%
Keller ISD	96%	96%	98%	75%	77%	83%	30%	29%	45%

US History - Scores remain strong and are consistent from prior years. We did see a decrease of 6% in masters level.

US History	US History								
	Approaches or Higher			Meets or Higher			Masters		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
KHS	100%	99%	99%	93%	94%	93%	67%	74%	68%
State	95%	94%	93%	69%	68%	70%	37%	37%	37%
Region	96%	94%	93%	70%	69%	70%	39%	39%	37%
Keller ISD	98%	97%	97%	84%	84%	86%	56%	58%	55%

AP Exam 5 Year Summary

	2022	2023	2024	2025	2026
Total AP Students	942	1016	1084	1,122	1,153
# of Exams	1,885	2019	2243	2,402	2,751
AP Students w/ Score of 3+	748	793	883	939	962

	2022	2023	2024	2025	2026
% of Total AP STudents w/ Score of 3+	79.41	78.05	81.46	83.69	83.43

Our AP program continues to grow with the total # of students taking AP exams rising to the highest level in 5 years along with the number of exams being taken. The # of Students scoring a 3+ increased with the overall % of students scoring a 3+ declining slightly to 83.43. This is a notable data point that even as the number of students taking AP exams increased our passing rate remains strong. 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. 40% 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 is our second year with offering Dual credit through Tarleton. We did see a decline in our enrollment which we believe is related to the unknown of a new program. We have 492 seats filled, which is down from 598 last school year. This is a significant decline from the 24-25 school year when dual enrollment was well over 700 students.

Title	Total Students
DE College Algebra	41
DE Economics	46
DE English 3	153
DC English 4	140
DC US Government	58
DC US History	54

National Merit

The administration of the 2025 PSAT assessment gleaned solid results with 1 student being National Merit Semi Finalists, and 20 students receiving Commended honors.

	2022	2023	2024	2025	2026
National Semi Finalists	9	3	5	1	1
Commended	18	12	8	18	20

CCMR

Currently for the class of 2027, 587 students have earned their CCMR point. This is 87% 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 9% than last fall and does not include projecting points for students that are enrolled in dual credit classes, special ed indicators 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

- 100% of students earned their CCMR point
- A rating for the state of Texas accountability system
- # 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 remain steady, even while the number of students taking exams increased.
- # of students scoring a 3/higher remains strong and is just under our percent from last year.
- While AP program is increasing in # of students and # of exams, results remain high.
- A solid performance on the 2025 PSAT/NMSQ assessment has resulted in 1 National Merit Semi Finalist, 20 Commended Scholars.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ We saw declines in EOC passing for English I and Algebra I with declines in Meets and Masters in these assessments along with the other EOC assessments.	For English I and Algebra I we had teachers leave mid year resulting in long term subs filling the role due to a lack of certified candidates.
2★ Approaching student success on EOC from a growth standpoint vs. just passing continues to be a challenge. This will be a focus in data talks throughout the year.	Shifting the mindset from passing being the goal to passing and showing growth continues to be a challenge. For years, the measure was just passing, so changing that mindset is critical due to the focus on growth with accountability.

★ = Priority

School Processes & Programs

Summary

The focus for programs and processes starts with what is best for students. There are detailed processes for campus events during the school day and beyond including safety and security drills, open house, walk the schedule, and Fish Camp. Processes are reviewed annually and more frequently as needed. Our safety processes such as how we conduct 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 consistent in how we are handling situations while being efficient and timely.

Professional development plans are created based on needs indicated by campus leadership and staff. We are thoughtful in our planning to ensure the PD is meaningful and relevant.

Technology is an integral part of instruction at Keller High. Students have district issued devices to utilize for their school work and testing. One challenge that we have faced at the start of the year was distributing devices to students as they had turned their in at the start of the year. We also continue to experience shortages of devices. This makes it difficult for new students or those whose device has broken. Being a cell phone free campus during the school day has gone well, however, when students don't have a device/site that teacher want to use are blocked, this becomes challenging. Also, with a smaller technology department, getting issues resolved has been slower, especially at the start of the year when issues are higher.

Strengths

This is the second year for our leadership and security teams to work together. This has led to consistency and efficiency in our processes. It also allows for in depth conversations about where improvements or changes might be needed to further strength our campus security/processes. While we do have two new department chairs on our leadership team this year, they are both veteran teachers that have been at KHS for several years. Department chairs continue to be an integral part of our campus leadership team and provide valuable feedback for campus decision making. 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 others it is an area for growth.	Time and the ability to truly collaborate is a challenge. Utilizing the master schedule to ensure alignment of conference periods can help create opportunities for collaboration. However, it is often challenging to get all appropriate teachers together due to other campus commitments.

★ = Priority

Perceptions

Summary

Over the past 8 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 unite as a staff. Themes have included family, together, connected, strong, and Keller is home. This year, we came together as a feeder pattern to create a feeder pattern shirt that included the water tower with the blue lights shining. This led to the leadership team deciding to use that as our focus for our theme this year. The phrase Together we Shine, Together We Build Excellence took root as provides our focus for the year. Students and staff each added the way they would shine this year to our mural in the commons, which serves as a reminder throughout the 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 (1,582 responses)	2nd 9 Weeks (1,031 responses)	4th 9 Weeks (1,142 responses)
Students feel safe?	95%	96%	94%
Involved @ KHS?	83.5%	82.8%	81.4%
Adult they could go to?	94%	95%	94%

Based on responses to our staff end of the year survey (114 staff responses)

- 98.2% 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.
- 95.6% staff feel discipline is fair and consistent at Keller High.
- 98.2% staff reported that they know the academic goals for Keller High.
- 98.2% reported that they feel safe at Keller High.
- 100% reported they feel connected to their peers and supported in their work.

Based on responses to our parent end of year survey (31 responses)

- 96.8% of responses indicated that parents are comfortable reaching out to campus admin with questions or concerns.
- 96.6% feel comfortable reporting harassment, bullying or illegal activities to campus admin or counseling.

- 82.8% of parents feel discipline is fair and consistent at Keller High.
- 93.5% of parents reported that they know the academic goals for Keller High.
- 90% of parents reported that their student has the ability to receive help on their school work when needed.
- 96.8% of parents reported that Keller High provides a safe learning environment for their student.
- 96.8% reported that campus staff treats members of the community with respect and develops positive relationships.
- 96.8% reported that they feel like they are a part of their student's school community.
- 90% 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. 8 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 25 teachers.

This is up from 19 in the previous year. Keller HS teachers have an average year of experience of 12.6 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 did decline by 1. We now have 5 Assistant Principals, 1 Associate Principal and the Principal. One of the Assistant Principals main duties include all testing responsibilities. The team all returned from last year.

Strengths

- 80% plus of students are involved in extra curricular activities/student clubs and organizations
- An average of 95% of students and 98% of staff feel safe at KHS
- There are strong positive relationships between staff and administration. Survey indicates 98.2% of staff feel comfortable reaching out with questions or concerns.
- 100% 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 Very low responses to our end of year parent survey. Down from over 400 in 2025 to 31 in 2026.	Low responses to surveys and lower turn out to campus events such as coffee chats has been discussed with PTSA and CEIC committee. Parent Square being new, parents are still adjusting. Parents don't take the time to complete a survey unless they are upset. If concerned, they will just contact the campus. Consistent leadership and campus processes creates a level of trust.
2 While turn over is low, we are seeing an increase number of teachers leaving the profession for work in other fields. And the candidate pool is much lower than just a few years ago.	Pay and cost of benefits based on feedback from those leave. Negativity towards public education in the media. Demanding schedule for coaches which puts a strain on families. Cost of daycare in relation to teacher pay.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

We saw declines in EOC passing for English I and Algebra I with declines in Meets and Masters in these assessments along with the other EOC assessments.

For English I and Algebra I we had teachers leave mid year resulting in long term subs filling the role due to a lack of certified candidates.

2
★

Approaching student success on EOC from a growth standpoint vs. just passing continues to be a challenge. This will be a focus in data talks throughout the year.

Shifting the mindset from passing being the goal to passing and showing growth continues to be a challenge. For years, the measure was just passing, so changing that mindset is critical due to the focus on growth with accountability.

3
★

Ensuring intentional conversations as it relates to data is a challenge. We have some that do this very well and others it is an area for growth.

Time and the ability to truly collaborate is a challenge. Utilizing the master schedule to ensure alignment of conference periods can help create opportunities for collaboration. However, it is often challenging to get all appropriate teachers together due to other campus commitments.

★ = Priority



Goals

Goal 1 Increase Student Achievement

Performance Objective 1 High Priority

100% of graduating Seniors will graduate as College/Career/Military Ready (CCMR) as measured by the state accountability data.

Action Step 1

Spring of Junior year, TSI test students through their English 3 and Algebra 2 courses.

Measures: # of Junior students that earn their CCMR point through TSI testing.

Staff Responsible for Monitoring: Associate Principal; Lead Counselor

Progress Reviews

December

February

June

Action Step 2

Summer prior to Senior year, identify any students that have not earned their CCMR point and add SOAR into their Senior schedule in lieu of an off period. In SOAR they will complete TSI prep work and take and pass the TSI to earn their CCMR point.

Measures: # of students that earn their CCMR point through TSI testing.

Staff Responsible for Monitoring: Associate Principal/Lead Counselor
SOAR Teachers

Progress Reviews

December

February

June

Action Step 3

Utilize CCMR reports and available data to ensure accuracy of information that is being reported through On Data Suite and Career Craft. Updates will be shared monthly with campus principal.

Measures: # of students earning their CCMR point

Staff Responsible for Monitoring: Associate Principal/Lead Counselor

Progress Reviews

December

February

June

Action Step 4

Provide Training for:

Teachers so they have a basic understanding of what CCMR is and why it is important.
APs, diags, counselors and special education case managers to ensure all understand the components of CCMR and how course decision making impacts Special Ed and Gen Ed students.

Measures: # of trainings held

Staff Responsible for Monitoring: Associate Principal; Lead Counselor

Progress Reviews

December

February

June

Action Step 5

Educate parents and students regarding CCMR and how students can earn their point. Training to include spotlighting the CCMR requirements during regularly scheduled student and parent meetings with counselors.

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

Staff Responsible for Monitoring: Lead counselor; counselors

Progress Reviews

December

February

June

Action Step 6

Within first three weeks of school, meet with Seniors who have not earned their CCMR point and determine the plan for them to earn their point.

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

Staff Responsible for Monitoring: Associate Principal; Lead Counselor

Progress Reviews

December

February

June

Action Step 7

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

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

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

Progress Reviews

December

February

June

Performance Objective 2

Increase National Merit Finalists from 1 to 10 as measured by the National Merit Scholarship Program.

Action Step 1

In spring, identify cohort of students that are potential candidates to achieve National Merit based on their score on the PSAT during their 10th grade year and provide opportunities for prep sessions through out the spring and in the fall.

Measures: # of students that participate in the prep sessions.
Improvement on the student's score from 10th to 11th grade.

Staff Responsible for Monitoring: Associate Principal

Problem Statements: School Processes & Programs 1

Progress Reviews

December

February

June

Action Step 2

Conduct regular check ins with CoHort students to determine level of engagement in person

prep sessions, outside prep session and materials they are utilizing on their own to determine effectiveness of the programs offered.

Measures: Student improvement on PSAT scores from 10th to 11th grade.

Staff Responsible for Monitoring: Associate Principal; Principal

Progress Reviews

December February June

Action Step 3

In the spring of 2027, host information session with families and students to spotlight the National Merit program and the benefits of being named a semi-finalist and commended scholar. Conduct follow up session at start of the 27-28 school year.

Measures: # of parents and students that attend the sessions.
of identified students that improve their scores from 10th to 11th grade.

Staff Responsible for Monitoring: Associate Principal; Principal

Progress Reviews

December February June

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 others it is an area for growth.	Time and the ability to truly collaborate is a challenge. Utilizing the master schedule to ensure alignment of conference periods can help create opportunities for collaboration. However, it is often challenging to get all appropriate teachers together due to other campus commitments.

Performance Objective 3 **High Priority**

Increase student performance on End of Course (EOC) tests as follows:
80% of English I students will score at the Meets level
90% of English II students will score at the Meets level
85% of Biology students will score at the Meets level
40% of Algebra I students will score at the Meets level

Action Step 1

Utilize campus funds to conduct data talks with EOC tested teams to analyze assessment data including District Unit Assessments following the Keller ISD data talk protocol. Conversations include identifying weaker objectives and creating instruction plans to spiral these objectives/ reinforce through out the year.

Measures: # of data talks held
of students that achieve the levels identified in the goal

Staff Responsible for Monitoring: Assistant Principals; Associate Principal; Principal

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 2

Identify students that are on the "bubble" for growth at all levels in English I, II and Algebra I and create instructional/remediation plan to support students to meet/exceed growth measures.

Measures: # of student identified
of identified students that meet growth

Staff Responsible for Monitoring: Teacher; Dept AP; Associate Principal; Assessment Admin

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 3

Include Special Ed Modified English and Math teachers in data talks and content related PD.

Measures: # of SpEd students that meet growth measures
of SpEd students that pass EOC assessments

Staff Responsible for Monitoring: Special Ed AP; Dept. AP

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Progress Reviews

December

February

June

Action Step 4

Provide 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
of hours of support offered
of identified 1416 students that are successful on their EOC assessment(s)

Staff Responsible for Monitoring: Associate Principal; EOC teachers; Dept. AP

Progress Reviews

December

February

June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	We saw declines in EOC passing for English I and Algebra I with declines in Meets and Masters in these assessments along with the other EOC assessments.	For English I and Algebra I we had teachers leave mid year resulting in long term subs filling the role due to a lack of certified candidates.
2	Approaching student success on EOC from a growth standpoint vs. just passing continues to be a challenge. This will be a focus in data talks through out the year.	Shifting the mindset from passing being the goal to passing and showing growth continues to be challenge. For years, the measure was just passing, so changing that mindset is critical due to the focus on growth with accountability.

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 others it is an area for growth.

Time and the ability to truly collaborate is a challenge. Utilizing the master schedule to ensure alignment of conference periods can help create opportunities for collaboration. However, it is often challenging to get all appropriate teachers together due to other campus commitments.

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

Create a positive culture within 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: Through survey responses, % of students that identify as being a part of/participating in extra-curricular clubs/student organizations
of opportunities where clubs/organizations are shared with students and families including a fall and spring club fair during lunches

Staff Responsible for Monitoring: AP over Clubs and Student Organizations

Progress Reviews

December

February

June

Action Step 2

Engage with parents through intentional events such as coffee chats, meet the teacher, along with other opportunities.

Measures: # of events held
in attendance at events

Staff Responsible for Monitoring: Campus Admin and Counseling Teams

Progress Reviews

December

February

June

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

Progress Reviews

December

February

June

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

Build a positive culture within 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 and Crystal Apple award programs to recognize staff including identifying and celebrating monthly campus winners.

Measures: # of nominations for each award each month

Staff Responsible for Monitoring: Campus Secretary

Progress Reviews

December

February

June

Action Step 2

Create intentional opportunities to engage with staff including coffee chats, team bldg activities and other events.

Measures: # of events
of staff present at these events

Staff Responsible for Monitoring: Campus Admin Team

Progress Reviews

December

February

June

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

Progress Reviews

December

February

June

Action Step 4

Conduct informal walk throughs in every classroom each 9 weeks and sharing encouraging feedback.

Measures: # of walk throughs completed

Staff Responsible for Monitoring: Campus Admin Team

Progress Reviews

December

February

June

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

Staff Responsible for Monitoring: SpEd AP

Progress Reviews

December

February

June

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

Progress Reviews

December

February

June



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026