

Keller Independent School District
Keller High School
2024-2025 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.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 7
 - School Processes & Programs 14
 - Perceptions 15
- Priority Problem Statements 18
- Comprehensive Needs Assessment Data Documentation 19
- Goals 21
 - Goal 1: Increase Student Achievement 21
 - Goal 2: Excellence in Student, Parent, and Community Relationships 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Enrollment: 2964 (down about 30 students from last year; 10th grade class is smallest class we have had in last several years; this group was our smallest class as 9th graders as well)

9th - 745

10th - 688

11th - 740

12th - 763

Transition - 28

Current Demographics for the campus are listed below:

White: 62.69% (1,858) (slight decrease from 63.22% in 23-24)

Hispanic: 16.061(476) (same as last year)

African American: 4.12% (122) (same as last year)

Asian: 9.31% (276) (increase from 8.18% in 23-24)

Multi-Race: 7.62% (226) (about the same as last year)

American Indian: ..13% (4) (down slightly from 23-24)

Native Hawaiian: .07% (2) (same as last year)

Program	9	10	11	12	Transition	Total
504	131	115	129	164	0	539 -24/25 558 -23/24
At Risk	134	149	177	131	9	600 -24/25 634 -23/24
GT	110	101	127	117	0	455 -24/25 475 -23/24
SpEd	73	51	59	51	28	262 -24/25 231 -23/24)
Free/Reduced Meals	98	74	67	58	10	307 -24/25 295 -23/24
ELL	15	5	10	12	1	43 -24/25 69 -23/24
LEP	27	12	17	17	1	74 -24/25 79 -23/24
Homeless	0	0	2	1	1	4 -24/25 5 -23/24

Demographics Strengths

Overall, our demographics remain steady with slight changes seen in Hispanic, African American, Asian and White populations. This seems to be a trend based on data for the past couple of school years. Enrollment shows that we have a low mobility rate, which aligns with the limited housing availability in our community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The numbers of students with accommodations continues to creep higher while staffing for Special Ed teachers and support staff has seen little change. Staffing was decreased by 21 teachers this year. This has led to increased increased class sizes along with teachers taking on an additional section this year (teaching 7/8),

they have an increased number of students with accommodations. **Root Cause:** District/campus has a strong reputation for having solid special ed programming. Students have experienced more challenges the past few years due to mental health. Parents are seeking accommodations to ensure their student receives similar accommodations for national assessments.

Student Learning

Student Learning Summary

Currently, 117 of the class of 2025 have taken the ACT with an average score of 25.05 24. This average is up slightly from previous years...2023 - 23.8 and 2024 - 24.53. However, the number of testers is down, however, there are several opportunities this fall to take the ACT so numbers will likely increase.

AP Exam 5 Year Summary

	2020	2021	2022	2023	2024
Total AP Students	961	898	942	1016	1084
# of Exams	1,840	1,733	1,885	2019	2243
AP Students w/ Score of 3+	714	667	748	793	883
% of Total AP Students w/ Score of 3+	74.30	74.28	79.41	78.05	81.46

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 81.46. 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.

Our dual credit program continues to grow. There are 825 seats filled in dual credit classes this fall, which is up from 775 last school year.

Course #	Title	Total Students
Full Year		
82763	DC Practicum Transportation	3

Course #	Title	Total Students
81107	DC Adv Animal Science	2
1065	DC English 3	248 (up 20 from last year)
1103	DC English 4	168 (down slightly from last year)
Fall Only		
4304	DC US Government	58
4332	DC Macroeconomics	224
4415	DC Sociology	1
1461PD	DC Pro Com	3
2043PD	DC Algebra 2	3
2414PD	DC Statistics	1
4004	DC US History	112 (down slightly from last year)
7543PD	TCC Art Appreciation 1	2
Spring Only Current Enrollments		
4304	DC US Government	177
4332	DC Macroeconomics	62
1461PD	DC Pro Com	3
2314PD	DC Pre-Calculus	1
2414PD	DC Statistics	1
2501PD	DC Ind Study Math 1	1

Course #	Title	Total Students
4402PD	DC Psychology	3

	2020	2021	2022	2023	2024
National Semi Finalists	3	0	9	3	5
Commended	14	18	18	12	8
National African American Scholar		15	13	12	14
National Hispanic Scholar		19	43	33	44
National Indigenous Scholar		3	8	4	6

The administration of the 2023 PSAT assessment gleaned solid results with 5 students being National Merit Semi Finalists, anticipated 8 students receiving Commended honors and over 64 students receiving National Recognition based on their scores.

Currently for the class of 2025, 579 students have earned their CCMR point. This is 71.7% 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 inline with last fall and does not include projecting points for students that are enrolled in dual credit classes, college prep classes will earn their point through IBC or other methods. Challenges we continue to face include that many universities remain “test optional” for admission however 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 come to Special Needs students ensuring they are coded properly/take appropriate courses to earn their point.

English I	English I											
	Performance											
	Approaches or Higher				Meets or Higher				Masters			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
KHS	92%	88%	94%	91%	83%	78%	84%	86%	39%	21%	30%	36%
State	66%	63%	71%	67%	50%	48%	54%	54%	12%	11%	14%	17%
Region	69%	65%	72%	67%	54%	51%	56%	54%	14%	11%	15%	17%
Keller ISD	86%	81%	89%	85%	75%	66%	78%	76%	26%	15%	26%	28%

English II	English II											
	Performance											
	Approaches or Higher				Meets or Higher				Masters			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
KHS	92%	94%	94%	95%	88%	89%	88%	89%	36%	29%	26%	25%
State	70%	71%	74%	74%	57%	57%	56%	60%	11%	9%	9%	9%
Region	72%	73%	75%	76%	59%	59%	58%	62%	11%	9%	9%	9%
Keller ISD	86%	89%	88%	88%	76%	80%	76%	79%	20%	17%	15%	15%

Algebra I	Algebra I											
	Performance											
	Approaches				Meets				Masters			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
KHS	86%	89%	90%	91%	49%	58%	61%	59%	20%	31%	24%	28%
State	84%	72%	74%	78%	62%	41%	46%	45%	39%	23%	30%	24%
Region	85%	72%	73%	77%	62%	42%	46%	46%	40%	24%	30%	24%
Keller ISD	90%	78%	81%	83%	67%	52%	48%	47%	35%	30%	28%	20%

Biology												
Biology	Performance											
	Approaches				Meets				Masters			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
KHS	96%	95%	98%	97%	83%	84%	84%	81%	45%	42%	43%	33%
State	81%	82%	89%	91%	54%	58%	57%	58%	22%	23%	22%	19%
Region	82%	83%	89%	91%	56%	59%	59%	58%	22%	24%	23%	19%
Keller ISD	92%	93%	96%	96%	72%	77%	79%	75%	33%	38%	37%	30%

US History	Performance											
	Approaches				Meets				Masters			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
KHS	98%	99%	100%	100%	92%	93%	93%	93%	72%	73%	69%	67%
State	88%	89%	95%	95%	69%	71%	71%	69%	43%	44%	39%	37%
Region	89%	90%	95%	96%	72%	72%	73%	70%	46%	46%	41%	39%
Keller ISD	96%	97%	98%	98%	86%	87%	85%	84%	62%	63%	59%	56%

Semester Remediation Summary

Subject	Total Number of Students Targeted	Total Number of Students Earning both Semester A and B Credit	Total Number of Students Earning Semester A Only	Total Number of Students Earning Semester B Only	Total Number of Students that Withdraw or Dropped Course at Semester	Total Number of Students Denied both Semester A and B Credit
English	22	2	0	9	5	6
Math	85	26	7	13	11	28
Science	79	22	14	9	11	23
Social Studies	38	14	5	3	8	8
Total	224	64	26	34	25	65

Semester Remediation

During the past 4 school years, KHS has had a focus on supporting students that failed the first semester to recover the credit prior to the end of the school year.

This has been successful in that students are given an opportunity to recover their credit in the year the course is failed vs. earning credit later in high school. This effort has grown from a focus on EOC tested subjects to a broader group of courses. Students that fail are identified in January and their teacher of the failed subject identifies which path the student will take either in class remediation or a virtual option.

Although the results were a little disappointing, the remediation opportunity is still having a positive impact on students. Some result observations:

- 28.6% of the students earned both semester A and B credit
- 29% of the students were denied semester A and B credit
- 11.6% of the students took advantage of Edgenuity credit recovery or were supported by teachers to help them earn credit for semester A but were unsuccessful in semester.
- A disappointing 15.2% of the students did not take advantage of Edgenuity credit recovery or were not successful with teacher support and did not earn semester A credit but earned semester B credit.
- 11.2% either left KHS or were no longer enrolled in the 2nd semester of the course.

Student Learning Strengths

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 increased, 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 and were consistent with years past. While English I fell slightly in the approaches category, the meets and master levels increased.
- A solid performance on the 2023 PSAT/NMSQ assessment has resulted in 5 National Merit Semi Finalists, anticipated 8 Commended Scholars and 64 students recognized through the College Board National Recognition Program. ■

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Biology scores were strong in the approaches and meets areas, but dropped 10 percentage points from the prior year in the masters category.

Root Cause: One contributing factor to this could be the STAAR 2.0 redesign. The lowest area of performance was cell structure and function.

School Processes & Programs

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 lock-down 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.

Technology Summary

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 is a shortage 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 slow.

School Processes & Programs Strengths

- Established process for data conversations including EOC and AP question analysis, goal setting and integration of data to drive planning and future lessons.
- Established campus process for conducting informal classroom walk throughs to collect holistic campus data to drive future PD and identify areas of concern.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While we have the processes in place to utilize data to drive instruction, the loss of a PLC period, data analyst & administrator intern will impact the ability to have meaningful & timely data conversations. **Root Cause:** Loss in key staff will impact timely data conversations.

Perceptions

Perceptions Summary

School Culture and Climate Summary

Over the past 6 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 year, as we reflected on the past 6 years, the idea of focusing on who Keller High is and what it is all about, we are using the phrase “We are Keller” as our focus. Which really entails all of the characteristics from the past 6 years. In addition, we kicked off the year with students and staff writing notes of positivity that are hung throughout the campus. The acrostic below is also in our commons as a reflection of who we are.....

Remar**K**able
Conn**E**cted
Fami**L**y
ALL**I**N
Tog**E**ther
St**R**ong

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 (869 responses)	2nd 9 Weeks (611 responses)	4th 9 Weeks (274 responses)
Students feel safe?	96%	96%	93.1%
Involved @ KHS?	81.5%	82.2%	83.6%

	1st 9 Weeks (869 responses)	2nd 9 Weeks (611 responses)	4th 9 Weeks (274 responses)
Adult they could go to?	94%	94.9%	91.2%

Based on responses to our staff end of the year survey (144 staff responses)

- 99.3% of responses indicated that KHS admin treats the staff with respect and develop positive relationships
- 98.6% report that they feel comfortable reaching out to admin with questions or concerns.
- 100% report that they feel safe working at Keller High.
- 97.9% indicated that they feel supported in their role at Keller High.
- 97.9% indicated that they feel valued as a Keller High staff member
- 100% indicated that they feel like they are a part of the culture and community at Keller High.

Parent and Community Engagement Summary

Keller HS has a strong parent, family, and community support base. Volunteerism is a critical piece of the success of KHS. CEIC, the Principal’s Council, and PTSA are a vital part of the campus, providing valuable feedback and perspective. Below are key factors that were indicated on our End of Year Parent survey.

Based on responses to our parent end of year survey (135 responses)

- 99.3% report that the KHS staff treats member of the community with respect and build positive relationships
- 96.3% reported that they are comfortable reaching out to KHS staff with questions or concerns
- 98.5% report that KHS provides a safe learning environment for their students.
- 93.3% reported that they feel like they are a part of the Keller High community.

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, and career changes and promotions. This past year, due to funding, we saw a decrease in our teaching staff of 21. This led to the retirement of 11 staff members, others being moved to other campuses and three leaving the education profession. This was a significant loss for our campus as many of the retirees had been at the campus for 10 plus years. In addition to this, we did lose teachers to surrounding districts. All in all we hired/received from other campuses 26 teachers. This is up from 19 in the previous year. Keller HS teachers have an average year of experience of 13.6 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 onboarding 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 Inspire Academy-trained mentor teacher.

Perceptions Strengths

- Just under 83.6% of students are involved in clubs/organizations beyond the classroom.
- Surveys indicate an average of 93% of students feel safe at school.
- Strong response to student and staff surveys.
- 100% plus of staff feel safe coming to work, 97.9% feel supported by campus admin and feel valued. Yearly and continued theme provide unifying focus for the campus.
- Strong parent and community support. Surveys indicate positive relationships exist between all stakeholder groups.
- Experienced teaching staff - 13.6 average years of experience

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low number of parent responses to campus surveys **Root Cause:** We have tried conducting them at different times based on feedback from the CEIC committee. If parent have concerns they seem to be more apt to reach out to the campus vs. responding to a survey.

Priority Problem Statements

Problem Statement 1: Biology scores were strong in the approaches and meets areas, but dropped 10 percentage points from the prior year in the masters category.

Root Cause 1: One contributing factor to this could be the STAAR 2.0 redesign. The lowest area of performance was cell structure and function.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The numbers of students with accommodations continues to creep higher while staffing for Special Ed teachers and support staff has seen little change. Staffing was decreased by 21 teachers this year. This has led to increased increased class sizes along with teachers taking on an additional section this year (teaching 7/8), they have an increased number of students with accommodations.

Root Cause 2: District/campus has a strong reputation for having solid special ed programming. Students have experienced more challenges the past few years due to mental health. Parents are seeking accommodations to ensure their student receives similar accommodations for national assessments.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Observation Survey results

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals





Goal 1: Increase Student Achievement

Performance Objective 1: By the end of the 2025 school year, 100% of students will graduate as CCMR, College/Career\Military Ready as measured by state accountability data.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Utilize student CCMR reports to ensure that points awarded are 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.</p> <p>Measures: % of students earning their CCMR point.</p> <p>Staff Responsible for Monitoring: Associate Principal & Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>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 addition, conduct refresher training for APs, diags and counselors to ensure all understand the components of CCMR and their role.</p> <p>Measures: # of trainings held</p> <p>Staff Responsible for Monitoring: Associate Principal & Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Educate parents & teachers of students in grades 9 - 12 regarding CCMR and how students earn their point. Training to include spotlighting the CCMR requirement during regularly scheduled students and parent meetings with counselors.</p> <p>Measures: # of opportunities held # of people reached</p> <p>Staff Responsible for Monitoring: Associate Principal & Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Meet with Senior students during the fall semester who are not yet classified as CCMR met to determine a plan for them to earn their point.</p> <p>Measures: # of student met with # of students receiving their CCMR classification</p> <p>Staff Responsible for Monitoring: Associate Principal & Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: During spring semester, identify rising Seniors that are candidates for the College Prep Math course based on their performance in previous math courses.</p> <p>Measures: # of students enrolled in the course</p> <p>Staff Responsible for Monitoring: Lead Counselor; Counselors; Math Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July





Action Step 6 Details	Progress Reviews		
<p>Action Step 6: In January 2025, create a cohort of current Juniors that have not earned their CCMR point yet & provide opportunities for them to earn their point by taking the TSI and/or completing College Bridge prior to the start of their Senior year.</p> <p>Measures: # of Junior students that are identified & 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.</p> <p>Staff Responsible for Monitoring: Associate Principal, Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: During the spring semester, using the identified Cohort of Junior students that have not earned their CCMR point, place students needing their point into identified math/English courses (Statistics, Bus. Statistic, M. Algebra 2 & English 4) where College Bridge will be embedded to ensure they earn their point.</p> <p>Measures: # of students enrolled in these courses # of students earning their CCMR point</p> <p>Staff Responsible for Monitoring: Associate Principal, Lead Counselor, Counselors</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Progress		
	Dec	Apr	July
Action Step 8 Details	Progress Reviews		
<p>Action Step 8: Through Keller Academy, create opportunities for students that are off pace to graduate complete their coursework, earn their CCMR point and graduate. Progress of each student to be reported to Principal monthly.</p> <p>Measures: # of students that graduate through the program # of students that earn their CCMR point while in the program</p> <p>Staff Responsible for Monitoring: Keller Academy Teacher, Associate Principal, Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 9 Details	Progress Reviews		
<p>Action Step 9: Administer TSI assessment through out the year to Seniors that have not earned their CCMR point along with administering it to Juniors enrolled in Algebra 2 during the spring semester as a data point for level of math placement for Senior year.</p> <p>Measures: # of students that earn their CCMR point through TSI assessment # of students placed in College Prep Math based on TSI assessment/other data points</p> <p>Staff Responsible for Monitoring: Associate Principal, Lead Counselor, Counselors</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 10 Details	Progress Reviews		
<p>Action Step 10: Create monthly data validation process to ensure data is accurate and any identified errors are corrected in a timely manner.</p> <p>Measures: Creation of a step by step process # of errors in the data</p> <p>Staff Responsible for Monitoring: Associate Principal, Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Increase Student Achievement

Performance Objective 2: As measured by 2025 STAAR/EOC, 87% of English 1, 89% of English 2, 83% of Biology, 60% of Algebra and 93% of US History students will score Meets.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Hold data talks with the EOC tested teaching teams to identify weaker objective areas from the prior year and create instructional plans to spiral these objectives through out the year along with others that are noted during unit/benchmark assessments.</p> <p>Measures: # of data talks held. Increase in the number of students achieving the meets level on the EOC assessment.</p> <p>Staff Responsible for Monitoring: EOC Teachers Campus Testing Administrator Department Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Increase # of class opportunities for students to conduct hands on labs in their Biology course.</p> <p>Measures: # of labs conducted each 9 weeks.</p> <p>Staff Responsible for Monitoring: Biology Teachers Science Department Administrator</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Increase # of opportunities for students to analyze text to include authors purpose, along with analyzing the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms</p> <p>Measures: # of lessons that focus on author's purpose # of lessons that include poetry like concepts</p> <p>Staff Responsible for Monitoring: English I & II teachers English Department Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>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</p> <p>Measures: # of students that participate in the opportunities provided inside/outside of the school day. # of hours of before/after school support is offered.</p> <p>Staff Responsible for Monitoring: EOC Teachers Associate Principal Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Biology scores were strong in the approaches and meets areas, but dropped 10 percentage points from the prior year in the masters category. Root Cause: One contributing factor to this could be the STAAR 2.0 redesign. The lowest area of performance was cell structure and function.</p>

Goal 1: Increase Student Achievement

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 reported in April of 2025. Our current ranking is 26 in the state of Texas for 6A high schools and 6th for 6A high schools in the DFW area.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Utilize data talks to review AP planning reports to identify weaker objectives to utilize in planning for the coming year.</p> <p>Measures: Increase # of students scoring a 3 or higher from 81.46% to 83%</p> <p>Staff Responsible for Monitoring: AP Teachers Assessment Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Provide opportunities for AP exam prep through tutorials and mock exam days.</p> <p>Measures: # of students in attendance at tutorials. # of students that participate in mock exams.</p> <p>Staff Responsible for Monitoring: AP Teachers Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Provide PSAT prep using campus and district resources.</p> <p>Measures: # of students that attend prep opportunities. # of students that earn National Merit Finalist, Commended Scholars & receive recognition through the National Recognition Program.</p> <p>Staff Responsible for Monitoring: Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Reduce course failures as measured by the semester and end of year course failure report.</p> <p>Measures: # of students failing at the 1st 6 week 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The numbers of students with accommodations continues to creep higher while staffing for Special Ed teachers and support staff has seen little change. Staffing was decreased by 21 teachers this year. This has led to increased increased class sizes along with teachers taking on an additional section this year (teaching 7/8), they have an increased number of students with accommodations. Root Cause: District/campus has a strong reputation for having solid special ed programming. Students have experienced more challenges the past few years due to mental health. Parents are seeking accommodations to ensure their student receives similar accommodations for national assessments.</p>

Goal 2: Excellence in Student, Parent, and Community Relationships

Performance Objective 1: For the 24 - 25 school year, create 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 Details	Progress Reviews		
<p>Action Step 1: Utilize Heart at Work program to recognize staff including identifying a monthly campus winner. Data will be tracked monthly.</p> <p>Measures: # of Heart at Works written each month Staff Responsible for Monitoring: Campus Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Create intentional opportunities to engage with staff including monthly coffee chats and other staff/admin events.</p> <p>Measures: # of events held # in attendance at these events Staff Responsible for Monitoring: Campus Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Provide intentional staff appreciation opportunities to build positive morale among staff including giveaways, treat deliveries, pancake breakfasts, holiday events, etc.</p> <p>Measures: # of events held Staff Responsible for Monitoring: Campus Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Engage with parents using intentional events such as grade level parent meetings, coffee chats, meet the teacher, ap/dual credit night along with other opportunities to engage with parents.</p> <p>Measures: # of events held # in attendance</p> <p>Staff Responsible for Monitoring: Campus Administrative & Counseling Teams</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Connect students to Keller High beyond the classroom by promoting & encouraging involvement in student clubs & organizations.</p> <p>Measures: % of students that identify as being a part of/participating in extra-curricular clubs/organizations # of opportunities where clubs/organizations are share with students & families</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Utilize Kudos to Keller notes to recognize & encourage teachers in the classroom.</p> <p>Measures: # of walk throughs completed & notes left</p> <p>Staff Responsible for Monitoring: Campus Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			