

**Keller Independent School District
Keller Center for Advanced Learning
2024-2025 Campus Improvement Plan**



Mission Statement

In partnership with the community, we will inspire, empower and educate every student to excel in a diverse, global society for life-long success

Vision

We will provide a comprehensive program that prepares our students for post-secondary endeavors through rigorous curriculum, relevant experiences and lasting relationships.

Value Statement

We will build a foundation of excellence together by creating a positive school culture and establishing strong communication with parents, students, and the community.

By putting our students first every day, we will establish a positive learning environment that includes designing lessons that are engaging, challenging and meet the needs of our learners. We will work collaboratively to solve problems with innovative solutions and value each other's opinions and listen openly to feedback.

In partnership with the community, we will inspire, empower and educate every student to excel in a diverse, global society for life-long success.

We will provide a comprehensive program that prepares our students for post-secondary endeavors through rigorous curriculum, relevant experiences and lasting relationships.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Keller Center for Advanced Learning (KCAL) is a Career and Technical Education campus offering specialized education and training to students at each of Keller ISD's 4 comprehensive high schools and Keller Compass Center. The diverse population of KCAL is outlined below:

Total KCAL Students: 4,221

504: 712
LEP: 6
SPED: 439

At Risk: 1,421
Econ Dis- 1,596
GT- 500

Student Learning

Student Learning Summary

At KCAL there are multiple ways to assess student mastery of content through certification testing, licensing, and program-specific certifications.

22-23 Certifications Obtained:

KCAL students earned a total of 3,556 certifications in the 22-23 school year. Of those certifications:

1,037- Non-Industry Based Certifications were awarded to KCAL students from grades 9-12

2,519 - Industry Based Certifications were awarded to KCAL students from grades 9-12

Student Learning Strengths

In the 22-23 school year, a campus focus was placed on increasing CCMR points. Teachers and students were tasked with increasing the student participation rate for certification exams.

Industry Based Certifications increased by 65%.

Non-Industry Based Certifications increased by 19%.

School Processes & Programs

School Processes & Programs Summary

- Administrators meet with each of their departments monthly in their PLC. This time is spent in program alignment and discussing instructional strategies at the different levels. During this time, they also identify the role each teacher plays in students obtaining their certification. As teachers strive for 100% of students obtaining their CCMR point through IBC, they look at potential obstacles that might impact the student achievement rate and create plans for cohesive depth and alignment.
- KCAL administrators conduct walk-throughs weekly to ensure curriculum alignment and student engagement.
- The KCAL Counselor meets with the KCAL Student Ambassadors quarterly to provide a platform for students' voices around campus successes and areas for growth. The students also conduct campus tours and represent KCAL at special events. The KCAL Student Ambassadors are student leaders that represent each program of study and/or pathway.
- The KCAL Administrative team, which includes the Principal, Assistant Principal, and Counselor, meet weekly to discuss the needs of the campus at that time. This is typically scheduling, students or staff needs and support, campus budget, and program updates. We also utilize this time to forward plan and prepare for the next few months in advance.
- KCAL is continuing to collaborate with the KISD Coordinator of Professional Development to provide training and instructional strategies that best support the CTE classroom.
- KCAL Principal serves on the District CTE Advisory Board.
- KCAL works in collaboration with Texas Central School Bus to improve the processes of the KCAL shuttle services. TCSB has placed a transportation coordinator at KCAL full-time in order to troubleshoot on-the-spot issues or changes that arise throughout the day.

School Processes & Programs Strengths

Keller Center for Advanced Learning has 34 defined pathways of study. We work in collaboration with our District CTE team to provide aligned coursework which leads to program completers, an increased rate of IBC achievement, and student internship opportunities. Campus Leadership is assigned based on student pathways which aids in ensuring accountability and alignment to campus goals.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates

Student Data: Student Groups

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: Increase Student Achievement

Performance Objective 1: By June of 2025, 100% of students will graduate with a CCMR acknowledgement.

High Priority





HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Teachers will maintain accurate recordkeeping of student certifications in Eduthings by entering all data whether pass or fail within 5 days of receiving results.</p> <p>Measures: Eduthings Report</p> <p>Staff Responsible for Monitoring: Teachers CTE Coordinators Assistant Principals</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: 90% of students will earn an Industry-Based Certification in their pathway.</p> <p>Measures: IBC results teachers enter into Eduthings.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration, District CTE staff</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: Students will complete a pre-test aligned with the Industry-Based Certification (IBC) exam content, aiming to achieve a minimum score of 70% prior to sitting for their IBC assessment. This will ensure that students demonstrate foundational knowledge and readiness, allowing for targeted interventions and additional instruction where necessary. This is a required component for certain IBCs to be funded at the expense of CTE.</p> <p>Measures: Pre-test Performance: to determine the percentage of students scoring a 70% or higher Knowledge or Skills Gaps: Areas where students consistently score below 70%, identifying areas of further instruction Student performance on IBC</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</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 2: Employee Excellence and Organizational Improvement

Performance Objective 1: By the end of the school year, 100% of teachers will participate in at least three professional development sessions focused on instructional strategies and classroom management. These sessions will lead to an increase in student engagement, as measured by classroom observations and EOY T-TESS Evaluations, and a decrease in classroom behavioral incidents.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Conduct professional development sessions by leveraging instructional coaches, our local region service center, and online resources to facilitate training.</p> <p>Measures: At least 80% of the teachers will demonstrate improved instructional practices, as evidenced by walkthroughs showing an increase in student engagement and instructional techniques, and the Essential Questions and Learning Objectives document.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Support teachers by partnering with our District Professional Development Coordinator and Curriculum and Instruction to provide regular sessions focusing on pacing for a 3-hour class, refining instructional practices, and enhancing classroom management. They will meet with the whole staff or small groups 1-2 times a semester offering strategies and conducting classroom observations. Estimated expense \$2,500 for sub coverage as teachers complete pd and classroom observations.</p> <p>Measures: Classroom Observation Data Student Outcomes</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			