

**Sheldon Independent School District**  
**KASE Academy**  
**2024-2025 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

KASE is a high school and is one of thirteen campuses in Sheldon ISD. It opened its doors in 2005 and serves an almost 100% at-risk population. KASE serves approximately 175 students each year in grades 10-12 and graduates close to 100 students annually. KASE operates under the Optional Flexible School Day Program. Our instruction is facilitated through Edgenuity, an online learning platform. Students are also required to attend 4 hours of tutorials a week per EOC test needed to graduate.

KASE needs assessment process is described below. The Site Based Team evaluated the 23-24 data. We reviewed the following data:

STAAR

Attendance

Discipline

Failure Lists

Staff Quality

Economically Disadvantaged

Parent Participation

Staff Development

Surveys and Interviews of Students/Staff/Parents

Teacher Turnover Rates

RTI

Testing/Bell Schedule & Master Schedule

AVID

Fundamental Five

Technology Inventory

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on May 15, 2024, and again on May 25<sup>th</sup> to develop the CNA. The meetings were held in the campus library starting at 4:00 p.m. on both dates. We plan to meet again on September 15, 2024, January 15, 2025, and April 15, 2025 to review and revise the CNA as needed.

At the first meeting on April 24th, Principal Mills began the meeting with introductions. An icebreaker was conducted to help with relationship building. Then, Principal Mills shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Mills then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2023 -2024 school year. Principal Mills lead the discussion as data was identified by the groups to be reviewed at the next meeting. The committee decided to look at 20 (as our example) specific data points to identify strengths and problems from 2023-2024 school year. Principal Mills thanked everyone for their participation and reminded everyone of the second CNA meeting on April 26, 2024.

At the second meeting on April 26<sup>th</sup>, the campus site base team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Principal Mills lead the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

<b>Demographics:</b>	<b>Strengths: Enrollment Numbers</b>
	<b>Problems: Attendance, Dual Credit, RTI</b>
<b>Student Achievement:</b>	<b>Strengths: USH EOC and Biology EOC</b>
	<b>Problems: ENG I and II EOC</b>
<b>Family and Community Involvement:</b>	<b>Strengths: Parent engagement opportunities are provided.</b>
	<b>Problems: Parent Participation</b>
<b>Curriculum, Instruction, and Assessment:</b>	<b>Strengths:</b>
	<b>Problems:</b>

<b>Demographics:</b>	<b>Strengths: Enrollment Numbers</b>
	<b>Problems: Attendance, Dual Credit, RTI</b>
<b>Staff Quality, Recruitment and Retention:</b>	<b>Strengths:</b> Staff Quality
	<b>Problems:</b>
<b>School Culture and Climate:</b>	<b>Strengths:</b> Surveys from Staff, Students
	<b>Problems:</b> Surveys from Parents
<b>School Organization:</b>	<b>Strengths:</b> Bell Schedule, Master Schedule
	<b>Problems:</b>
<b>Technology:</b>	<b>Strengths:</b> Technology Applications
	<b>Problems:</b>

### Summary/Bridge of Identified Problems

There is an identified problem in the areas of ELA I, II and Algebra.

Another identified problem is in family engagement.

Our third identified problem is in classroom management.

### Three Areas of Focus for Next Year:

To improve Tier II and III instruction quality for all EOC-tested subjects.

To strengthen communication and collaboration between the school and families, fostering a supportive, inclusive, and engaging environment for students and increasing their success and well-being.

Create a structured and supportive classroom environment that minimizes disruptions, promotes student engagement, and supports diverse learning needs, resulting in improved academic outcomes and student behavior.

# Demographics

## Demographics Summary

### Student Enrollment

Year	Enrollment
2014	40
2015	74
2016	86
2017	95
2018	108
2019	70
2020	90
2021	86
2022	160

2023 154

2023 160

### Demographics by Ethnicity

Ethnicity	Campus	District
Hispanic	61%	68%
American Indian	0%	.1%
Asian	0.62%	.5%
African American	32%	27%
Native Hawaiian	0%	0%
White	5%	3%
Two or More	1%	1%

### Student Longitudinal Demographics by Ethnicity

<b>Ethnicity</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Hispanic	68%	58%	70%	63%	56%	59%	63%	57%	52%	61%
American Indian	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
African American	18%	27%	12%	22%	30%	34%	26%	36%	41%	32%
Native Hawaiian	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White	15%	12%	16%	14%	13%	7%	4%	5%	5%	5%
Two or More Races	0%	3%	2%	0%	0%	0%	3%	2%	1%	1%

#### Student Demographics by Gender

<b>Gender</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
F	44%	49%	49%
M	56%	51%	51%

#### Student Demographics by Special Populations

<b>Special Population</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Special Education	4%	7%	9%
ELL	19%	21%	18%
Gifted & Talented	3%	6%	8%
Section 504	1%	3%	
Economically Disadvantaged	86%	75%	59%

#### Staff Demographics by Ethnicity

<b>Ethnicity</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
African American	44%	34%	10%
Hispanic	0%	25%	26%
White	34%	38%	61%
American Indian	0%	0%	0%



Ethnicity	Campus	District	State
Asian	0%	1%	2%
Pacific Islander	23%	0%	0%
Two or More	0%	1%	1%

#### Staff Demographics by Gender

Gender	Campus	District	State
F	79%	76%	76%
M	21%	24%	24%

#### Staff Demographics by Years of Experience

Years of Experience	Campus	District	State
Beginning	0%	11%	8%
1-5	34%	36%	27%
6-10	21%	26%	22%
11-20	0%	21%	27%
Over 20	45%	6%	16%

#### Demographics Strengths

We have a wealth of staff member experience to serve our students.

We are nearly at the state and campus average for male staff members.

Our African American staff numbers are higher than the state average.

Our EL students performed much better on STAAR this year than in past years.

We continue to graduate a high number of students with their cohort.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Despite having another year with a high graduation rate, we have very few students graduating with post-secondary job-ready skills or certifications. **Root Cause:** Students are very far behind when they enter KASE. Once accepted, most students main focus is graduating with their cohort.

# Student Achievement

## Student Achievement Summary

Grade Level/Subject: \_\_\_Algebra 1\_\_\_\_\_

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male				
Female	0%	100%	0%	0%
Hispanic				
American Indian				
Asian				
African American	0%	100%	0%	0%
Native Hawaiian				
White				
Two or More Races				
Economically Disadvantaged	0%	100%	0%	0%
LEP				
Bilingual				
ESL				
Special Education				
Gifted & Talented				

Grade Level/Subject: \_\_\_ELA 1\_\_\_\_\_

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	88%	11%	0%	0%
Female	88%	11%	0%	0%
Hispanic	90%	10%	0%	0%

Students	% Did Not Meet	% Approaching	% Met	% Masters
American Indian				
Asian				
African American	86%	14%	0%	0%
Native Hawaiian				
White				
Two or More Races				
Economically Advantaged	94%	0%	0%	0%
LEP	100%	0%	0%	0%
Bilingual				
ESL	100%	0%	0%	0%
Special Education				
Gifted & Talented				

Grade Level/Subject: ELA 2

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	89%	11%	0%	0%
Female	11%	89%	100%	0%
Hispanic	44%	56%	67%	0%
American Indian				
Asian				
African American	56%	44%	33%	23%
Native Hawaiian				
White				
Two or More Races				
Economically Advantaged	100%	88%	100%	0%
LEP	73%	22%	0%	0%

Students	% Did Not Meet	% Approaching	% Met	% Masters
Bilingual				
ESL	73%	22%	0%	0%
Special Education				
Gifted & Talented				

Grade Level/Subject: \_\_\_\_\_ Biology \_\_\_\_\_

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	83%	50%	0%	0%
Female	16%	50%	0%	0%
Hispanic	66%	100%	0%	0%
American Indian				
Asian				
African American	33%	0%	0%	0%
Native Hawaiian				
White				
Two or More Races				
Economically Advantaged	100%	100%	0%	0%
LEP	66%	100%	0%	0%
Bilingual				
ESL	66%	100%	0%	0%
Special Education	0%	0%	0%	0%
Gifted & Talented				

Grade Level/Subject: \_\_\_\_\_ US History \_\_\_\_\_

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	68%	32%	25%	40%
Female	32%	68%	75%	60%
Hispanic	41%	59%	75%	80%
American Indian				
Asian				
African American	64%	36%	17%	0%
Native Hawaiian				
White	0%	5%	8%	20%
Two or More Races				
Economically Advantaged	32%	86%	100%	100%
LEP	73%	23%	25%	100%
Bilingual				
ESL	73%	23%	25%	100%
Special Education	0%	100%	0%	0%
Gifted & Talented				

### Student Achievement Strengths

- Our EL pass rate on ELA was greatly improved
- US History continued to be our highest number of Meets and Mastered

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** STAAR scores are only one measure of student achievement, our students do not have work-ready skills when they graduate from KASE.

**Root Cause:** There has been a heavy focus on accountability-based indicators in the past few years.

**Problem Statement 2:** Students come to us without the skills that they need in order to be successful at the post-secondary readiness level. **Root Cause:** Students come to us because of the personal and learning gaps sustained prior to arrival.

# District Culture and Climate

## District Culture and Climate Summary

### King Academic School of Excellence Mission Statement:

King Academic School of Excellence will provide personalized learning for the whole child in order to prepare each student for college and career success.

### King Academic School of Excellence Vision Statement:

KASE empowers every student to become lifelong learners and responsible citizens in a global world

### King Academic School of Excellence Values Statement:

Inspiring Excellence, Building Character through Integrity, Intentionality, and Perseverance

Our average enrollment of 90 students allows KASE to truly focus on each student's success. We offer a flexible schedule and OFSDP attendance in order to serve the most at-risk secondary students in the district.

## District Culture and Climate Strengths

- Flexible scheduling
- Personalized instruction
- Caring experienced staff
- Small student population

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1:** KASE students struggle with the balancing personal and academic commitments. **Root Cause:** The COVID pandemic was part of this cause. Students were allowed to work remote, and this has caused an issue with getting our student back in the building.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

KASE has a caring, experienced staff that finds a way to help students find success. Our average years of experience is 21. We rarely experience much turnover of staff.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** KASE teachers struggle with showing empathy to some students. **Root Cause:** Teachers are not able to relate to the students current reality.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

KASE utilizes Edgenuity for initial and recovery of credit. We facilitate face to face instruction for STAAR EOC preparation.

We utilize state interim assessments for ELA and Math, and district assessments for Biology and US History.

## Curriculum, Instruction, and Assessment Strengths

The flexibility of our online curriculum delivery offers our students the ability to work at their own pace to complete graduation requirements.

Our small student population allows us the opportunity to truly focus on each student's data to ensure approval.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** We struggle to get all students to take benchmark assessments with fidelity. **Root Cause:** Our students have historically been academically unsuccessful and don't really know what it takes to achieve academic success.

# Family and Community Engagement

## Family and Community Engagement Summary

We meet with every parent and student for an orientation/interview before they start at KASE.

We constantly communicate student progress with parents through multiple means of communication.

We hold events to inform parents of college and career opportunities.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** When we hold events for parents they are not well attended. **Root Cause:** We have not offered virtual meetings as an option before this year.

# District Organization

## District Organization Summary

### Communication

There is only one level of administration so all communication flows directly from the principal to the teachers. Goals and objectives are communicated on a one to one basis in an ongoing manner. Teachers have constant access to the principal through formal and informal meeting times. Teachers have direct input on campus planning through site based decision making meetings as well as annual leadership meetings.

### Assessment

Edgenuity courses have assessments embedded in them to ensure student mastery. Tutorial teachers are asked to provide ongoing assessment to show mastery of STAAR specific material as they work through areas of student weaknesses. State and district interim assessments are utilized during the STAAR preparation process.

### Technology

We operate on a one to one student to computer ratio. Our students work through their coursework on their device at their own pace. We utilize Google apps for education in order to facilitate tutorials as well as student progress tracking.

# Technology

## Technology Summary

We have a more than one to one ratio when students are on campus.

All of our student workstations are Chrome OS.

We utilize technology for initial instruction, credit recovery, and focused tutorials.

## Technology Strengths

All of our initial instruction and credit recovery is done through a self paced online learning system.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Classroom technology needs to be upgraded. **Root Cause:** Due to the exponential growth of the comprehensive high school our needs have been pushed back.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum and Instruction

Edgenuity is utilized for all initial instruction as well as credit recovery. Edgenuity courses are fully aligned to the TEKS in each subject area.

Students must display mastery of the content by passing a quiz at the end of each instructional lesson. At the end of each semester course students are required to display mastery by passing a cumulative exam.

Teachers develop specific curriculum based on individual student needs for STAAR remediation.

Teachers utilize data from prior STAAR assessments as well as formative and summative assessments to judge mastery of the material that is covered during remediation.

### School Context and Organization

#### Communication

There is only one level of administration so all communication flows directly from the principal to the teachers. Goals and objectives are communicated on a one to one basis in an ongoing manner. Teachers have constant access to the principal through formal and informal meeting times. Teachers have direct input on campus planning through site based decision making meetings as well as annual leadership meetings.

#### Assessment

Edgenuity courses have embedded assessments to ensure student mastery. Tutorial teachers are asked to provide ongoing assessments to show mastery of STAAR specific material as they work through areas of student weaknesses. State and district interim assessments are utilized during the STAAR preparation process to determine readiness.

#### Technology

We operate on a one to one student to computer ratio. Our students work through their coursework on their devices at their own pace. We utilize Google for education in order to facilitate tutorials as well as track student progress.

## School Processes & Programs Strengths

### Instructional Strengths

Edgenuity and STAAR remediation allow our students to work at their own pace and focus on just the courses and topics in need specific areas that they have needs.

We

### Other Strengths

Having a one-to-one student to computer ratio allows for a personalized student path to graduation.

Our small learning community and flexible schedule allow staff and administration to focus on the development of the whole child. The structure of our program also allows students the flexibility that they need in order to take care of the other things in their lives.

We have a 20-hour a week minimum. Students are also required to make-up seat time.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** We have inconsistent attendance. **Root Cause:** Many of the students have a school/work conflict, head of household responsibilities, and/or socio-economic disparities.

# Perceptions

## Perceptions Summary

### Family and Community Engagement

When each student enters KASE and twice a year during parent meeting day we have a discussion with parents and students about their progress toward graduation and give strategies that will lead to success.

Edgenuity Parent Portal allows parents to monitor their child's progress.

Parents can sign up to have weekly emails sent from Edgenuity to inform them of their student progress weekly.

When students are not making adequate progress teachers make contact with parents.

Progress reports home bi-weekly outlining progress and attendance.

We call home each day that students are absent.

Students have access to their personal graduation plan through Google Drive.

### School Culture and Climate

Students are encouraged to monitor their progress through their Student Success Teacher.

## Perceptions Strengths

### Student Survey

For the most part, students felt that they learned more from the KASE instructional format than they did at a comprehensive high school.

Students felt that the campus staff cared about their success.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is a perception from students and community stakeholders who do not attend KASE that we are the lesser of two options for graduation in Sheldon ISD. **Root Cause:** We have been viewed as the school of last choice when students were too far behind to graduate at the comprehensive high school.



# Priority Problem Statements

**Problem Statement 1:** STAAR scores are only one measure of student achievement, our students do not have work-ready skills when they graduate from KASE.

**Root Cause 1:** There has been a heavy focus on accountability-based indicators in the past few years.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Despite having another year with a high graduation rate, we have very few students graduating with post-secondary job-ready skills or certifications.

**Root Cause 2:** Students are very far behind when they enter KASE. Once accepted, most students main focus is graduating with their cohort.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** There is a perception from students and community stakeholders who do not attend KASE that we are the lesser of two options for graduation in Sheldon ISD.

**Root Cause 3:** We have been viewed as the school of last choice when students were too far behind to graduate at the comprehensive high school.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** KASE teachers struggle with showing empathy to some students.

**Root Cause 4:** Teachers are not able to relate to the students current reality.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

# 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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

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

## Student Data: Student Groups

- Male / Female performance, progress, 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
- Dyslexia data
- Pregnancy and related services data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

## 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
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** KASE will maximize learning for all students.





Performance Goal: By June 2025, KASE will increase the STAAR component score from 39 to 42. This will be done by increasing the number of students who achieve meets and masters.

**Performance Objective 1:** By June of 2025, 95 % of all students will have an attendance rate of 93% or higher. Students must obtain a minimum of 20 hours per week for credit. Students are expected to recover missing hours every 3-week period.

**High Priority**

**Evaluation Data Sources:** Student attendance  
Credits





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance clerk will make daily phone calls to students who are not marked present by 7:30am each morning. Students that do not meet the attendance requirements will be placed on probationary contract.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rate will increase</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-State Comp. Ed.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the House System which integrates PBIS and mentoring to maintain a positive campus culture and ensure a well-rounded educational experience, which will be evident in student survey results collected by May of 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance and increase STAAR scores while fostering a positive school culture</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<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:** KASE will attract, develop, and maintain highly effective staff.

**Performance Objective 1:** Work with the district personnel department to identify and hire highly effective staff members.





**Evaluation Data Sources:** Increased student performance  
Staff Retention Rate

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster positive interactions and build capacity through professional development among our teachers to impact student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive responses to all culture questions on the staff survey. Increased student performance and low staff turnover.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 3:** KASE will continue to build positive relationships with parents and community members.

**Performance Objective 1:** Parent and Family Engagement liaison would create and facilitate events at least 4 times during the 2024-2025 school year to build strong home to school partnerships.

**Evaluation Data Sources:** Sign in sheets  
 Parent Square postings  
 Parent Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff members must document two personal positive parents contact each 3-week progress period week for each student from week one through May of 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> Initiate a positive relationship with parents and improve student attendance and academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent contact information will be verified at the initial student interview and maintained for accuracy.</p> <p><b>Strategy's Expected Result/Impact:</b> Ongoing parent communication and involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 4:** KASE will ensure a safe and positive learning environment.

**Performance Objective 1:** Design, implement, and refine classroom routines and procedures that are aligned to the Standard Operating Procedure guide in 100% of the classrooms by October of 2025.

**High Priority**

**Evaluation Data Sources:** Compliance with the Standard Operating Procedure  
Classroom walkthrough data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor the implementation and consistent enforcement of classroom procedures. This will assist in helping students adjust to the new environment.</p> <p><b>Strategy's Expected Result/Impact:</b> All classrooms follow the same procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 4:** KASE will ensure a safe and positive learning environment.

**Performance Objective 2:** Use the house system to integrate PBIS and mentoring to maintain a positive campus culture, which will be evident in student survey results collected by May of 2025.

**Evaluation Data Sources:** Student survey results  
House challenges  
Student participation in extracurricular activities





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that Student Success teachers are effectively providing personalized student support.</p> <p><b>Strategy's Expected Result/Impact:</b> Personal Graduation Plan Course completion rates Graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refine student goal setting practices to ensure that all students can articulate specific short and long term goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement student goal setting and data tracking protocol.</p> <p><b>Staff Responsible for Monitoring:</b> KASE teachers and Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 4:** KASE will ensure a safe and positive learning environment.

**Performance Objective 3:** KASE will refine and sustain the use of compliance checks to ensure safety within the campus.

**High Priority**





**Evaluation Data Sources:** Student Handbook

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Incorporate drug prevention and intervention program, SEL program, and utilize the Communities In Schools campus advisor to address at-risk student concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer student referrals to district behavior education program increase student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** KASE will maintain and monitor systems to ensure financial accountability.

**Performance Objective 1:** By March 2025, 90% of the campus budget will be spent or encumbered to address the needs of the students and aligned to the campus goals.

**Evaluation Data Sources:** District budget reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Allocate funds for instructional resources, materials, and instructional tools to aid in instructional strategies for all students. <b>Strategy's Expected Result/Impact:</b> Resources and supplies are in place <b>Staff Responsible for Monitoring:</b> Principal Office Manager	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Meet with principal's secretary monthly to review budget reports. <b>Strategy's Expected Result/Impact:</b> Campus fiscal needs are met. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
<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>				

# Campus Funding Summary

199-State Comp. Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>