Sheldon Independent School District

KASE Academy

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 17, 2023

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Comprehensive Needs Assessment

Revised/Approved: October 17, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

KASE is one of eleven campus in Sheldon ISD. KASE 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, which is an online learning platform. Students are also required to attend 4 hours of tutorials a week per EOC test needed to graduate.

The student population at KASE is 46% African American, 47% Hispanic, 4% White, 46% Male, 54% Female with low socioeconomic status of 88%. The staff population is 75% African American and 25% White, 100% female with an average of 21 years of service.

The overall mobility rate for the campus is approximately 80% with a dropout rate of 14.6%.

KASE serves around 20 EB students, 3 Gifted and Talented students, 10 students identified for 504 services, and 6 students served by special education services.

During the 2023-2024 school year, we will have one adult student serve in the role of a parent on our site base team due to the nature of students who serve our campus. In an effort to promote a positive campus culture will will host 2 parent engagement activities per semester.

The Parent and Family Engagement Policy was developed with staff, parents and community leaders on September 8, 2022. The plan was distributed to all parents at Open House on September 21, 2022.

The campus site based team convened on 5/24/2023 and 5/25/23 to facilitate the development of the campus comprehensive needs assessment and the campus improvement plan. The site-based team consisted of the following:

Joanna Rodriguez	**Campus Para**
Trina Lundy	Classroom Teacher
Michelle Ruiz-Torres	Classroom Teacher
Carol Russell	Counselor
Mesha Weston	Classroom Teacher
Joshua Blair	Classroom Teacher
Dylan Williams	Student
Williams	Parent

The campus improvement plan and parent and family engagement policy are available on campus in the front office, the campus library, the foyer of the Ney Administration building, and at the local community library.

Sheldon ISD values the support and feedback of our parents and community. To ensure that the community is well informed of campus and district information, communication is provided to all parents in both English and Spanish throughout the district. Sheldon ISD continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment towards building a strong home to school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language.

To produce continuous improvement across all grade levels and student demographic populations, the following priorities will be the focal point of our work for the 2023-2024 school year:

1. Provide all staff members with PBIS training and ongoing support for consistent implementation and compliance.

2. Improve the approach of using small group instruction to deliver Tier 2 and Tier 3 instruction where teachers differentiate content, processes, products, and/or the learning environment for all students.

3. Continue the use of Best Practices in order to improve student outcomes.

4. Improve fiscal management as it relates to federal and state funds to support the needs of all students especially struggling students and those identified as

at-risk.

5. Implement strategies to improve and increase parent engagement.

6. Review safe and secure assessment data to create a more safe and secure environment for all staff and students.

7. Implement a system to increase student attendance to support student success.

This campus is a School-wide program that facilitates a “Conceptual Consolidation” of federal, state, and local funds to improve student performance and upgrade the entire educational program. The Site-based decision-making team collaborates on how the funds will be utilized to enable all students to meet the challenging state academic standards.

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 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

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.

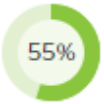
Performance Goal: By June 2024, KASE will increase the overall STAAR component score from 24 to 29. This will be done by increasing the number of students who achieve meets and masters.

Performance Objective 1: By June of 2024, KASE will have an attendance rate of at least 93%.

High Priority

Evaluation Data Sources: Student attendance

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff will make daily phone calls to students who are not marked present by 7:30am each morning. **Strategy's Expected Result/Impact:** Attendance rate will increase **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				

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

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Introduce the Standard Operating Procedure to establish a basline of standards for daily operations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster positive interactions and build capacity among our teachers. **Strategy's Expected Result/Impact:** Positive responses to all culture questions on the staff survey. **Staff Responsible for Monitoring:** Principal	25%	45%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Work with the district personnel department to identify and hire highly effective staff members. **Strategy's Expected Result/Impact:** Increased student performance and low staff turnover. **Staff Responsible for Monitoring:** Principal	35%	70%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: KASE will continue to build positive relationships with parents and community members.

Performance Objective 1: Staff members will document one positive parent contact a week for each student from week one through May of 2024.

Evaluation Data Sources: Contact log documentation

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Meet with each student and their parents before they are admitted to KASE. **Strategy's Expected Result/Impact:** Initiate a positive relationship with parents. **Staff Responsible for Monitoring:** Counselor Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parent contact information will be verified at the initial student interview and maintained for accuracy. **Strategy's Expected Result/Impact:** Ongoing parent communication and involvement. **Staff Responsible for Monitoring:** Staff Principal				

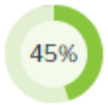
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: KASE will ensure a safe and positive learning environment.

Performance Objective 1: Design, implement, and refine classroom routines and procedures that are the same in 100% of the classrooms by October of 2024.

Evaluation Data Sources: Routine and procedures documents
Classroom walkthrough data

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor the implementation and consistent enforcement of classroom procedures. This will assist in helping students adjust to the new environment. **Strategy's Expected Result/Impact:** All classrooms follow the same procedures. **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: KASE will ensure a safe and positive learning environment.

Performance Objective 2: Refine the system which integrates PBIS and mentoring to maintain a positive campus culture, which will be evident in student survey results collected by May of 2024.

Evaluation Data Sources: Student survey results

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop teacher schedules which allow time during the school day for personalized student support. **Strategy's Expected Result/Impact:** Establish an effective mentoring program **Staff Responsible for Monitoring:** Principal	45%	65%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Refine student goal setting practices to ensure that all students can articulate specific short and long term goals. **Strategy's Expected Result/Impact:** Establish student goal setting and data tracking protocol. **Staff Responsible for Monitoring:** KASE teachers, students, and supplies	45%	60%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement and follow through with PBIS strategies to increase attendance rates for all students. **Strategy's Expected Result/Impact:** Implement practices and procedures to incentivize regular attendance **Staff Responsible for Monitoring:** PBIS committee	30%	45%	60%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 4: KASE will ensure a safe and positive learning environment.

Performance Objective 3: KASE will refine and sustain the use of metal detector searches to ensure safety within the campus.

Evaluation Data Sources: Campus procedure documents
Campus discipline reports

Summative Evaluation: Met Objective

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

Performance Objective 1: By March 2024, 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Allocate funds for instructional resources, materials, and instructional tools to aid in instructional strategies. **Strategy's Expected Result/Impact:** Resources and supplies are in place **Staff Responsible for Monitoring:** Principal Office Manager	45%	65%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Meet with principal's secretary monthly to review budget reports. **Strategy's Expected Result/Impact:** Campus fiscal needs are met. **Staff Responsible for Monitoring:** Principal	55%	75%	85%	✕

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue