

Sheldon Independent School District

KASE Academy

2025-2026 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Needs Assessment Process	3
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
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.	12
Goal 2: KASE will attract, develop, and maintain highly effective staff.	14
Goal 3: KASE will continue to build positive relationships with parents and community members.	15
Goal 4: KASE will ensure a safe and positive learning environment.	16
Goal 5: KASE will maintain and monitor systems to ensure financial accountability.	19
Campus Funding Summary	20

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

King Academic School of Excellence (KASE) is one of thirteen campuses in Sheldon ISD, serving high school students in grades 10 through 12. Since opening its doors in 2005, KASE has remained dedicated to serving an almost 100 percent at-risk population. The campus serves approximately 175 students annually and celebrates the graduation of close to 100 students each year. KASE operates under the Optional Flexible School Day Program, offering a flexible and supportive learning environment tailored to meet students where they are.

Instruction at KASE is delivered through Edgenuity, an online platform that allows students to work at their own pace, supported by certified content-area teachers. In addition to online coursework, students are required to attend intervention sessions based on their End-of-Course (EOC) testing needs to ensure they are on track for graduation.

Needs Assessment Process

To guide continuous improvement, KASE conducted its annual Comprehensive Needs Assessment (CNA) during two Campus Leadership Team meetings held on May 12 and May 19, 2025. These meetings were facilitated by Principal Mills in the campus PLC room. Additional follow-up meetings are scheduled for September 15, 2025, January 15, 2026, and April 15, 2026, to monitor progress and make necessary adjustments.

During the first meeting, Principal Mills welcomed the team, led an icebreaker, and set expectations for participation. The purpose of the CNA and its alignment with Title I goals was discussed. Committee members received handouts and a sample list of data sources to guide reflection and conversation. The team identified over 20 key data points to review at the next meeting, including:

- STAAR performance
- Attendance
- Discipline records
- Failure rates
- Staff qualifications and turnover
- Parent participation and engagement
- Economically disadvantaged data
- RTI data
- Bell schedule and master schedule
- AVID implementation

- Technology access
- Survey and interview feedback from students, staff, and families
- Staff development
- Fundamental Five walkthrough data

At the second meeting, the team reviewed all identified data sources, celebrated progress, and worked collaboratively to prioritize challenges. Through guided discussion, the group identified three areas with the greatest impact potential. A root cause analysis was conducted for each area to understand the underlying issues and develop high-leverage goals for improvement.

Demographics:	Strengths: Enrollment Numbers
	Problems: Emergent Bilingual, Dual Credit, RTI
Student Achievement:	Strengths: USH EOC and Algebra I
	Problems: ENG I and II EOC
Family and Community Involvement:	Strengths: Parent engagement opportunities are provided.
	Problems: Parent Participation
Curriculum, Instruction, and Assessment:	Strengths: Edgenuity
	Problems: Intervention Assessment
Staff Quality, Recruitment and Retention:	Strengths: Staff Quality
	Problems:

Demographics:	Strengths: Enrollment Numbers
	Problems: Emergent Bilingual, Dual Credit, RTI
School Culture and Climate:	Strengths: Surveys from Staff, Students
	Problems: Surveys from Parents
School Organization:	Strengths: Bell Schedule, Master Schedule
	Problems:
Technology:	Strengths: Technology Applications
	Problems:

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

At KASE, we strive to operate with transparency, purpose, and a deep commitment to student and family success. Feedback from staff, students, and parents consistently highlights the strength of our relationships, responsiveness, and shared values.

We collect input through staff surveys, informal interviews, and parent feedback during orientation and progress meetings. While participation in structured surveys or focus groups could be improved, the feedback we do receive reflects strong satisfaction with communication, accessibility of leadership, and the personalized support students receive.

Staff retention is high, with many teachers choosing to remain at KASE because of the school's mission and supportive culture. Student feedback reflects appreciation for the self-paced learning model, caring adults, and the second-chance environment we provide.

Although we maintain some community partnerships, there is room to strengthen volunteer involvement and increase external collaboration. Expanding structured parent engagement and formal feedback loops will help us further align our practices with family and community needs.

Perceptions Strengths

1. Positive Student Perception

Students consistently express that they feel safe, supported, and respected on campus. Many view KASE as a fresh start where they are given a real chance to succeed.

2. Reputation for Caring Culture

KASE is known for its strong, relationship-based culture. Staff are perceived as compassionate and committed to student growth, both academically and emotionally.

3. Parent Confidence in Staff

Parents often share that they feel heard and valued by the school. They appreciate the constant communication and the staff's ability to connect with their child in meaningful ways.

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
- 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

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 2026, 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. Strategy's Expected Result/Impact: Attendance rate will increase Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199-State Comp. Ed.				

Strategy 2 Details		Reviews			
Strategy 2: 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 2026. 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		Formative			Summative
		Nov	Jan	Mar	June
 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

Strategy 1 Details	Reviews			
Strategy 1: Foster positive interactions and build capacity through professional development among our teachers to impact student achievement. Strategy's Expected Result/Impact: Positive responses to all culture questions on the staff survey. Increased student performance and low staff turnover. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2025-2026 school year to build strong home to school partnerships.

Evaluation Data Sources: Sign in sheets

Parent Square postings

Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Staff members must document two personal positive parents contact each 3-week progress period week for each student from week one through May of 2026. Strategy's Expected Result/Impact: Initiate a positive relationship with parents and improve student attendance and academic achievement. Staff Responsible for Monitoring: Counselor Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
 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 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			
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 TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2026.

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure that Student Success teachers are effectively providing personalized student support. Strategy's Expected Result/Impact: Personal Graduation Plan Course completion rates Graduation rates Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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: Implement student goal setting and data tracking protocol. Staff Responsible for Monitoring: KASE teachers and Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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 compliance checks to ensure safety within the campus.

High Priority
Evaluation Data Sources: Student Handbook

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

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

Performance Objective 1: By March 2026, 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			
Strategy 1: Allocate funds for instructional resources, materials, and instructional tools to aid in instructional strategies for all students. Strategy's Expected Result/Impact: Resources and supplies are in place Staff Responsible for Monitoring: Principal Office Manager	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

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