

Keller Independent School District



Keller Center for Advanced Learning

Accountability Rating: Not Rated

2025-2026 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

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: 4,223

504: 692

LEP: 419

SPED: 479

At Risk: 1,284

Econ Dis- 1,208

GT- 500

Student Learning

Summary

At KCAL, student mastery is assessed through a variety of methods, including program-specific evaluations, licensing exams, and industry-based certifications. These assessments provide students with the opportunity to demonstrate both their academic knowledge and practical, career-ready skills. By integrating industry-recognized certifications into the curriculum, KCAL ensures that students graduate with credentials that are valued in the workforce, enhancing their employability and readiness for post-secondary opportunities. Additionally, these assessments help the school monitor program effectiveness, identify areas for instructional improvement, and strengthen connections with industry partners to keep programs aligned with workforce standards.

Strengths

Students at KCAL demonstrate several key learning strengths that support their success:

- **Practical Skill Mastery:** Students effectively apply classroom learning in real-world, industry-aligned contexts.
- **Industry Preparedness:** Students achieve success on certifications and licensing exams, showing readiness for professional careers.
- **Goal-Oriented Learning:** Students set measurable goals and consistently track and achieve learning benchmarks.
- **Adaptability and Problem-Solving:** Students apply critical thinking to solve challenges in project-based and applied learning tasks.
- **Collaboration and Teamwork:** Students communicate and work effectively in group settings, completing projects collaboratively.
- **Commitment to Lifelong Learning:** Students actively pursue additional skills and certifications beyond the classroom.
- **Consistency and Accountability:** Students take ownership of their learning, meet deadlines, and maintain high standards in all tasks.

School Processes & Programs

Summary

- **Professional Learning Communities (PLCs):** Administrators meet monthly with each department during PLCs to align programs, discuss instructional strategies, and define teacher roles in supporting students toward certification. Teachers analyze barriers to 100% CCMR attainment through IBC and develop cohesive plans to strengthen student achievement and program alignment.
- **Instructional Monitoring:** KCAL administrators conduct weekly walk-throughs to monitor curriculum alignment, instructional delivery, and student engagement.
- **Student Leadership & Voice:** The KCAL Counselor meets quarterly with the KCAL Student Ambassadors to amplify student voice in identifying campus successes and growth areas. Student Ambassadors also lead campus tours, represent programs of study, and serve as KCAL's student leaders at special events.
- **Campus Leadership Team:** The Principal, Assistant Principal, and Leadership Team meet weekly to address immediate campus needs, including scheduling, student and staff support, budget management, and program updates. This team also engages in forward planning to ensure proactive decision-making.
- **Professional Development:** KCAL collaborates with the KISD Coordinator of Professional Development to deliver training and strategies tailored to the CTE classroom environment.
- **District Collaboration:** The KCAL Principal serves on the District CTE Advisory Board to ensure alignment between campus and district CTE priorities.
- **Transportation Partnership:** KCAL partners with Texas Central School Bus to improve shuttle operations. A dedicated transportation coordinator is stationed full-time at KCAL to address day-to-day transportation needs and ensure efficient service.

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.



Data Documentation for CNA

Data Documentation for CNA

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

- Attendance data
- 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
- Action research results



Goals

Goal 1 Increase overall student achievement at KCAL

Performance Objective 1

By May 2026, 100% of KCAL graduating seniors will meet CCMR standards through industry-based certifications, academic proficiency, and post-secondary preparedness.

Action Step 1

Teachers will ensure accurate certification records in Eduthings by entering all student results, whether passing or non-passing, within five days of receiving them.

Measures: Eduthings Report

Staff Responsible for Monitoring: Principal
CTE Coordinators
Assistant Principal
Teachers

TEA Priorities: Connect high school to career and college

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

At least 90% of students will successfully attain an industry-based certification that aligns with their designated pathway, demonstrating readiness for post-secondary opportunities.

Measures: IBC results teachers enter into Eduthings.

Staff Responsible for Monitoring: Principal
CTE Coordinators
Assistant Principal
Teachers

TEA Priorities: Connect high school to career and college

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Students will complete a pre-assessment aligned to their IBC, targeting a minimum score of 70% to ensure readiness and guide any necessary interventions. This is required for certain IBCs to qualify for CTE funding.

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

Staff Responsible for Monitoring: Teachers

TEA Priorities: Connect high school to career and college

Progress Reviews

Moderate Progress

December

April

July

August

Goal 2

By the end of the school year, KCAL will enhance teacher excellence and instructional quality by providing targeted professional development, coaching, and collaborative opportunities, resulting in improved student engagement, higher instructional effectiveness ratings, and measurable growth in student achievement.

Performance Objective 1

Strengthen Teacher Instructional Practices

Action Step 1

- Conduct a needs assessment (surveys, walkthroughs, data reviews) to identify areas for professional growth.
- Develop a professional development calendar that aligns with district priorities and campus needs.
- Provide differentiated professional development sessions (e.g., classroom management, student engagement strategies, technology integration).
- Ensure follow-up support through PLCs, coaching cycles, and peer observations.

Measures: Teacher surveys reflect increased confidence in targeted instructional areas (baseline vs. end-of-year survey).

Walkthrough data shows a 15% increase in use of targeted instructional strategies.

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Performance Objective 2

Increase Instructional Coaching & Feedback

Action Step 1

- Conduct regular walkthroughs.
- Provide actionable feedback.

- Implement coaching cycles with teachers.

Measures: At least 2 walkthroughs per teacher per month logged.

100% of observed lessons receive written or verbal feedback within 48 hours.

Improvement in T-TESS scores in targeted dimensions

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Considerable Progress

December

April

July

August