

Keller Independent School District



Keller Collegiate Academy

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading,
Academic Achievement in Mathematics, Academic
Achievement in Science, Academic Achievement in Social
Studies, Top 25 Percent: Comparative Academic Growth,
Top 25 Percent: Comparative Closing the Gaps,
Postsecondary Readiness

2025-2026 Campus Improvement Plan

Mission Statement

Keller Collegiate Academy offers a unique college style campus, where advanced academics meet industry focused experiences, and students are empowered with the knowledge and experiences to serve their communities.

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Comprehensive Needs Assessment

Demographics

Summary

The Keller Collegiate Academy opened in the fall of 2021 with 8th and 9th grade. In our fourth year of being open, KCA now has 9th, 10, 11, and 12th grade. KCA is open to students via an application process, and serves a diverse student population as outline below:

African American: 11%

Hispanic: 25.6%

White: 50%

Asian: 28.7%

Multiple Races: 8.7%

Economically Disadvantaged: 27.6%

At Risk: 15.4%

SPED: .3%

Limited English Proficiency: 4.3%

Gifted and Talented: 18.5%

Student Learning

Summary

2025 EOC Data

Algebra I

Approaches: 100%

Meets: 96%

Masters: 67%

English I

Approaches: 100%

Meets: 100%

Masters: 52%

English II

Approaches: 100%

Meets: 100%

Masters: 21%

Biology

Approaches: 100%

Meets: 96%

Masters: 42%

US History

Approaches: 100%

Meets: 94%

Masters: 83%

2024 TEA Rating of "A"

Earned all seven distinctions: Reading/ Language Arts, Math, Science, Social Studies, Growth, Closing Gaps, and Postsecondary Readiness



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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

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



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By the end of the 2025-2026 school year, all demographic groups, including students who qualify as at-risk, will score within 10% of the average of all students MEETING grade level across all tests as measured by STAAR/EOC.

Action Step 1

Students will track their own data to monitor their own growth.

Measures: Data sheets

Staff Responsible for Monitoring: Principal
Teachers
Students

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Teachers will teach the TEKS at the level specified and present student activities at that same level as measure by data collected in walkthroughs and appraisals.

Measures: Walkthrough data
Lesson Plans

Staff Responsible for Monitoring: Principal
Teachers

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 3

Implement AVID strategies in the classroom, such as organization, focused note taking, and WICOR strategies.

Measures: AVID walkthroughs

Staff Responsible for Monitoring: Principal
Teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 4

We will ensure that all students have access to culturally diverse texts through our campus and classroom libraries.

Measures: Data of what books are purchased and available

Staff Responsible for Monitoring: Principal
Librarian

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

April

July

August

Performance Objective 2

By the end of the 2025-2026 school year, our campus data will show an increase in 3% from the 2022-2023 school year in the masters category for each course as measured by STAAR/EOC.

Action Step 1

Implement AVID strategies in the classroom, such as organization, focused note taking, and WICOR strategies.

Measures: AVID Walkthroughs

Staff Responsible for Monitoring: Principal, Teachers, AVID Staff

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

April

July

August

Action Step 2

Support our students by providing strong tier I support through the implementation of powerful instructional practices.

Measures: Walkthroughs
PD documentation
PLC Data
Assessment Data

Staff Responsible for Monitoring: Principal
Teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Teachers will teach the TEKS at the level specified and present student activities at that same level as measured by data collected in walkthroughs, lesson plans, and appraisals.

Measures: Walkthrough Data
Lesson Plans

Staff Responsible for Monitoring: Principal
Teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

April

July

August

Performance Objective 3

By the end of the 2025-2026 school year, 90% of students at KCA will be on track to earn their associate degree, as measured by an annual end of year graduation plan audit for each student.

Action Step 1

Implement AVID strategies in the classroom, such as organization, focused note taking, and WICOR strategies.

Measures: AVID walkthroughs

Staff Responsible for Monitoring: Principal
Teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Support our students by providing strong tier I support through the implementation of powerful instructional practices.

Measures: Walkthroughs
Professional Development documentation

Staff Responsible for Monitoring: Principal
Teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Goal 2 Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1

Keller Collegiate Academy will maintain a positive, open, and collaborative partnership with families and the community we serve.

Action Step 1

KCA will continue to send informative, but succinct, weekly newsletter to both students and parents.

Measures: Compilation of newsletters that were sent.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December

April

July

August

Action Step 2

KCA will maintain a student leadership council to gather feedback from students on campus opportunities and growth.

Measures: Leadership Council Minutes
Implementation of student-led changes

Staff Responsible for Monitoring: Principal
STUCO Sponsor

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December

April

July

August

Action Step 3

KCA will host multiple family information nights, as well as post a video series to introduce KCA

to our community

Measures: Attendance at meetings
Numbers of students who apply to KCA

Staff Responsible for Monitoring: Principal
Counselor

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December

April

July

August

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

Keller Collegiate Academy will recruit, support, and retain highly qualified and effective staff, as measured by staff retention, staff feedback, and student success.

Action Step 1

Support teacher work and professionalism by providing relevant and timely professional development and feedback based on teacher-identified professional goals.

Measures: Retention Rates

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Progress Reviews

December

April

July

August



State Compensatory Education

State Compensatory

Budget for Keller Collegiate Academy

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.25

Brief Description of SCE Services and/or Programs

Personnel for Keller Collegiate Academy

Name	Position	FTE
Stacy Crabb	ELL Interventions	0.25
