

# Keller Independent School District



## New Directions

## 2025-2026 Campus Improvement Plan

# Mission Statement

**New Direction High School**

**Colors: Navy and Kelly Green**

## **MISSION:**

To provide a learning environment that instills individual achievement in the whole student.

## **VISION:**

To cultivate learners who are positive contributors to society.

## **CORE VALUES:**

**Relationships:** We value authentic relationships. When we invest in each other we learn and flourish.

**Engagement:** We value collective engagement that positively impacts the lives of our children and our world.

**Great Teaching:** We value great teaching because we believe it is the key to deep learning.

**Redefining Success:** We value each individual's contribution because the measure of success can be different for everyone.

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# Comprehensive Needs Assessment

# Demographics

## Summary

New Direction High School is the alternative education high school and a drop-out recovery campus for the district. Our primary goal is to serve students who are at risk of dropping out. Students are expected to adhere to standard attendance guidelines. Students should progress through their course work at the traditional or accelerated pace.

New Direction High School, which opened on January 31, 1995, is a unique alternative to the traditional high school for students who are at-risk of not completing the traditional high school experience and whose needs are not being met in a conventional school setting. Admission to New Direction is primarily for second year Freshman up to Seniors, however some students not meeting that criteria are admitted based on individualized needs. All students must complete an application process, which includes a recommendation from the student's home campus counseling/administration teams. Upon acceptance, all students will attend an orientation process. Enrollment at New Direction High School varies based on students successfully completing graduation requirements, recovering credits and transitioning back to home campuses, if the student's needs have changed. In addition, primarily, new students are admitted every quarter; exceptions are made based on emergent needs.

The majority of our students considered at-risk due to standardized criteria and some are economically disadvantaged. Parents/guardians are encouraged and expected to attend scheduled meetings to share their ideas and network with other parents as we try to make a difference in the lives of students.

Our demographics reflect the population of Keller ISD. We have students that transfer from each of the 4 comprehensive high schools and some that attend the Keller Center for Advanced Learning. Due to our unique pacing options, our demographics will vary based on enrollment. Due to the constant variance in the student body, our diversity needs fluctuate and we strive to meet the needs of all of our students.

## Strengths

1. Represent the population of Keller ISD
2. Embraced with new learning opportunities that reflect the diversity of the school.

# Student Learning

## Summary

New Direction High School has a record of helping students reach their goals academically. New Direction High School has given the students the ability to complete their graduation plan at an accelerated rate so that they may graduate early and begin their postsecondary endeavors.

## Strengths

### Student Learning Strengths

New Direction High School students typically perform well in Domain 1. This domain is further broken down into three subheadings. They are: 1. STAAR Performance 2. College, Career, & Military Readiness, and 3. Graduation Rate. Out of the three components, Student Performance and Graduation rate was a relative strength in terms of solid growth for New Direction students.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1

Students who attend New Direction High School have not likely had guidance regarding their post secondary options after graduation.

Students who attend New Direction High School come with a past with significant learning gaps, lack of coping skills, and chronic absenteeism. This causes students to be credit deficient and lack motivation to pursue any additional educational opportunities post graduation.

 = Priority

# School Processes & Programs

## Summary

New Direction High School operates a Flex Blended model of instruction. Data analysis drives every instructional decision in our classrooms. Our teachers create student-centered classrooms that give students voice and choice over how they demonstrate mastery of their learning. Our faculty is committed to designing rigorous, relevant, and authentically engaging instruction. Our campus has a leader on campus who mentors with our teachers daily, leading data analysis, collegial coaching, and collaborative conversations that challenge our teachers to operate at their highest instructional levels.

## Strengths

New Directions teachers understand and embrace the challenges faced by our at-risk population. The principal and leadership team work hard to support the efforts our teachers so that they are empowered to create and deliver outstanding instruction and support to our students. Our small class sizes, 65 minute class period, and 4 quarter master schedule model provides our students with the tools and structure they need to achieve accelerated academic success.

# Perceptions

## Summary

New Direction High School is proud to graduate students every year who would have likely dropped out without the unique supports and interventions the campus provides. The culture we have established is one that encourages, affirms, and celebrates every success our students experience. We are a campus of family members who give all we have to demonstrate an authentic and sincere care for our students' success. We support one another, fight for one another, and refuse to give up on one another. We believe that our students have the potential to be successful if we provide the unyielding commitment to doing whatever it takes to challenge and support our students resulting in not only earning their diploma, but providing them with real-world skills to ensure they are college, career, and work-place ready.

## Strengths

New Direction students are given endless opportunities to realize success and graduate. Our staff is dedicated to ensuring that our environment is ripe with multiple opportunities for students to flourish. Our students demonstrate a willingness to take risks due to the safe environment we create in our classrooms. New Direction High School is highly attentive, not only to academics, but to the social and emotional needs of our students.





# Data Documentation for CNA

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The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- 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
- Student failure and/or retention rates

## 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
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Dyslexia data
- Pregnancy and related services data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation



# Goals

# Goal 1 Increase Student Achievement

## Performance Objective 1

100% of students will graduate as CCMR, College/Career/Military ready as measured by state accountability

### Action Step 1

Identify and target student groups to successfully schedule them into their appropriate interventions based on specific exam needs.

**Measures:** Students will be measured on the success of the ASVAB, TSI, SAT, and State Assessments.

**Staff Responsible for Monitoring:** Principal, Counselor, Teachers

### Progress Reviews

December

April

July

August

### Action Step 2

Students will complete the Texas College Bridge program if needed to complete all CCMR requirements before graduation.

**Measures:** Students will have successfully earned a 90% or higher on Math, English, or Both based on student need to earn completion for the program.

**Staff Responsible for Monitoring:** All New Direction teachers will monitor progress.

### Progress Reviews

December

April

July

August

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

## Performance Objective 1

By May 2025, develop a campus ambassador program to showcase and highlight the unique characteristics of New Direction High School that will help strengthen communications between all secondary campuses, community stakeholders, and parent relations.

### Action Step 1

Establish individual committees with all stakeholders that will focus on current needs and priorities of students, staff, and our community

**Measures:** Committees will meet bi-weekly to discuss and implement improvement and changes necessary that will help to increase the culture and climate of the campus and community.

**Staff Responsible for Monitoring:** Principal, Counselor, Teachers

#### Progress Reviews

December

April

July

August

### Action Step 2

Increase social media presence, create bi-weekly newsletters, and create a student advisory council to support new students to New Direction High School.

#### Progress Reviews

December

April

July

August

# Goal 3 Employee Excellence and Organizational Improvement

## Performance Objective 1

Create a campus culture that supports employee retention.

### Action Step 1

Create a campus wide PBIS that provides weekly recognitions to teachers and staff to promote a positive school climate.

**Staff Responsible for Monitoring:** Principal, Lead Counselor, Teachers

#### Progress Reviews

**December**

**April**

**July**

**August**

### Action Step 2

Provide opportunities for growth and capacity through the PLC framework and offer individualized support through high quality professional development.

**Staff Responsible for Monitoring:** Principal, Lead Counselor, Teachers

#### Progress Reviews

**December**

**April**

**July**

**August**



# State Compensatory Education

# State Compensatory

## Budget for New Directions

**Total SCE Funds:** \$76,628.00

**Total FTEs Funded by SCE:** 0

### **Brief Description of SCE Services and/or Programs**

State Compensatory Education Funds are utilized at Keller Compass Center to provide instructional materials for students on the High School and Disciplinary Alternative Placement sides. The funds provide opportunities for students to engage in hands-on activities. They are also utilized to encourage and motivate by providing incentives for students reaching their goals.