

Keller Independent School District



Keller Collegiate Academy

2026-2027 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

Keller Collegiate Academy (KCA) is a Keller ISD early college high school that provides students with a rigorous academic experience integrating high school, college, and career preparation. Through a partnership with Tarrant County College, students have the opportunity to earn significant college credit, including an associate degree, while completing their high school diploma.

KCA maintains high expectations for academic achievement, college readiness, and student engagement while providing students with access to dual-credit, Advanced Placement, and Career and Technical Education opportunities. The campus emphasizes a supportive, connected learning environment in which students are challenged to develop the academic skills, independence, leadership, and perseverance necessary for success beyond high school.

Guided by the belief **“One Nest, Many Wings, Endless Possibilities,”** KCA is committed to preparing every student for continued success in college, career, and life.

African American: 11.4%

Hispanic: 25.4%

White: 27.6%

Asian: 26.8%

Multiple Races: 8.8%

Economically Disadvantaged: 22.4%

At Risk: 15.8%

504: 14%

SPED: 2.2%

Limited English Proficiency: 20.6%

Gifted and Talented: 18.9%

Student Learning

Summary

2026 EOC Data

Algebra I

Approaches: 100%

Meets: 82%

Masters: 27%

English I

Approaches: 100%

Meets: 100%

Masters: 25%

English II

Approaches: 100%

Meets: 98%

Masters: 25%

Biology

Approaches: 100%

Meets: 100%

Masters: 71%

US History

Approaches: 100%

Meets: 95%

Masters: 67%

2025 TEA Rating of "A"

Earned distinctions: Reading/ Language Arts, Math, Science, Social Studies, and Postsecondary Readiness



Goals

Goal 1 Student Achievement

Performance Objective 1 High Priority

By the end of the 2026-2027 school year, KCA will increase the percentage of students achieving Meets Grade Level or above on all EOC tests to 95% or better with the preponderance of students achieving Masters level performance.

Action Step 1

KCA instructional staff and administration will review district assessments, MAP testing, and classroom data at least once each grading period to identify individual students and TEKS requiring additional support, with particular attention to students performing below the Masters level.

Measures: State and District Assessments

Staff Responsible for Monitoring: Principal & Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December

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June

Action Step 2

Teachers will provide targeted intervention, tutorials, and enrichment during designated advisory/tutorial periods for students identified through assessment data, with student progress monitored throughout the year and instructional groups adjusted based on demonstrated mastery.

Measures: State and District assessments as well as classroom data.

Staff Responsible for Monitoring: Principal & Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Action Step 3

Teachers will increase student discourse opportunities by designing lessons with discourse activities designed to increase student agency and ownership of learning.

Measures: As observed through walkthroughs (looking for increased student accountability and agency) as well as improved growth and achievement scores.

Staff Responsible for Monitoring: Principal & Teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 2 High Priority HB3 Goal

By the end of the 2026-2027 school year, 100% of KCA students will demonstrate TSI college readiness in both ELAR and mathematics prior to entering the 11th grade, as measured by TSIA2 with 100% of seniors demonstrating TSI readiness.

Action Step 1

KCA will maintain a campus TSIA2 readiness tracker identifying each student's ELAR and mathematics readiness status and will review student progress at least once each grading period to identify students requiring testing, retesting, or intervention.

Measures: TSIA2 success

Staff Responsible for Monitoring: Principal & Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Action Step 2

Students who have not demonstrated TSI readiness in ELAR and/or mathematics will receive targeted preparation and intervention based on individual TSIA2 diagnostic results, followed by additional testing opportunities throughout the school year. Interventions will include TSIA2 bootcamps before testing dates, TSIA2 prep course in the spring semester and peer tutoring.

Measures: TSIA2 success

Staff Responsible for Monitoring: Principal, Counselor, select teaching staff.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

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Action Step 3

KCA will establish scheduled TSIA2 testing opportunities throughout the year and communicate readiness expectations, testing dates, preparation resources, and individual student status to students and families.

Measures: TSIA2 success

Staff Responsible for Monitoring: Principal & Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3 HB3 Goal

KCA will increase the percentage of graduating seniors earning an associate degree from 87% to at least 90%, with a long-term campus target of 95%.

Action Step 1

By the end of each semester, 100% of students identified as off-track for associate degree completion will have an individualized degree-completion plan identifying remaining courses, credits, and interventions.

Measures: Course progress and transcripts
Staff Responsible for Monitoring: Principal & Counselor
Title I: 2.5.1, 2.5.2, 2.5.3
TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

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Action Step 2

KCA counselor and administration will conduct semester reviews of student high school and TCC academic records to monitor progress toward associate degree requirements and identify students at risk of falling behind their degree plan.

Measures: Course progress and transcripts
Staff Responsible for Monitoring: Principal & Counselor
Title I: 2.5.1, 2.5.2, 2.5.3
TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

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Action Step 3

Students experiencing difficulty in dual-credit coursework will receive targeted academic interventions, including faculty communication, tutorials, progress monitoring, and individualized student conferences designed to increase successful course completion.

Measures: Course progress and transcripts		
Staff Responsible for Monitoring: Principal & Counselor		
Title I: 2.5.1, 2.5.2, 2.5.3		
TEA Priorities: Connect high school to career and college		
ESF Levers: Lever 3: Integrated Student Support Systems		
Progress Reviews		
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Goal 2 Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1 High Priority

By the end of the 2026-2027 school year, KCA will increase average daily attendance from 95.83% to at least 96.5% through early identification, student and parent communication, and targeted intervention for students demonstrating patterns of excessive absence.

Action Step 1

KCA administration and staff will review student attendance data at least once each grading period to identify students demonstrating patterns of excessive absence and implement tiered interventions, including student conferences, parent communication, attendance plans, and referrals for additional support as appropriate.

Measures: Attendance rate

Staff Responsible for Monitoring: Principal , Counselor and Attendance Clerk

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

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Action Step 2

KCA will communicate attendance expectations and individual attendance concerns to students and families throughout the school year and recognize positive and improved attendance to reinforce the connection between regular attendance, academic success, and successful completion of high school and college coursework.

Measures: Attendance rate

Staff Responsible for Monitoring: Principal , Counselor and Attendance Clerk

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 2

By the end of the 2026-2027 school year, KCA will increase student engagement and connection to the campus community by ensuring that at least 90% of students participate in at least one KCA-sponsored club, organization, leadership opportunity, competition, service activity, or campus event during the school year.

Action Step 1

KCA will provide and promote a variety of clubs, student organizations, leadership opportunities, academic competitions, service activities, and campus events and will monitor student participation to identify students who have not yet engaged in a campus activity.

Measures: Dot list of students involved in campus activities.

Staff Responsible for Monitoring: All campus staff

Title I: 2.5.1, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

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Action Step 2

Students identified as not participating in a campus organization or activity will receive intentional outreach from advisory teachers, counselors, sponsors, or campus administration to connect them with opportunities aligned with their interests, strengths, academic pathways, or career goals.

Measures: Dot list of students involved in campus activities.

Staff Responsible for Monitoring: All campus staff

Title I: 2.5.1, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By the end of the 2026-2027 school year, KCA will maintain a staff retention rate of at least 90% while strengthening a positive and supportive campus culture in which employees feel valued, connected, and supported in their professional roles.

Action Step 1

Campus administration will conduct regular individual and team check-ins with staff throughout the school year to identify areas of support, recognize successes, address concerns, and provide opportunities for staff feedback regarding campus culture and organizational practices.

Measures: Retention rate and staff feedback

Staff Responsible for Monitoring: Principal & Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 2

KCA will intentionally promote staff recognition, collaboration, and connection through campuswide recognition opportunities, team-building activities, shared decision-making, and celebrations of individual and collective accomplishments.

Measures: Retention rate and staff feedback

Staff Responsible for Monitoring: Principal, Counselor, Campus Secretary.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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State Compensatory Education

State Compensatory

Budget for Keller Collegiate Academy

Total SCE Funds:

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 Intervention	0.25



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026