

**Keller Independent School District**  
**Keller Center for Advanced Learning**  
**2021-2022 Campus Improvement Plan**



**Center for Advanced Learning**  
**Keller Independent School District**

# 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

### Demographics Summary

The Keller Center for Advanced Learning (KCAL) serves all of Keller ISD high school campuses by providing specified CTE courses. KCAL has a diverse population as outlined below:

African American: 12.81%

Hispanic: 24.29%

Caucasian: 47%

Asian: 11.67%

American Indian / Alaskan Native: 3.27%

Economically Disadvantaged: 26.62%

Limited English Proficiency: 6.59%

Gifted and Talented: 14.43%

Special Education: 7.39%

504: 15.39%

At Risk: 36.56%

Total number of students: 3,854

CHS - 863

FRHS - 778

KHS - 1,060

New Directions - 4

TCHS - 1,149

# School Culture and Climate

## School Culture and Climate Summary

KCAL serves high school students across Keller ISD. We have an inclusive school culture that educates students in a collaborative and innovative learning environment. Each program falls into one of four schools:

School of Engineering

School of Animal and Human Sciences

School of Public Services

School of Visual Arts

These schools allow students to unite and build a collective identity based on their program of choice.

## School Culture and Climate Strengths

Students have created a positive, supportive, collaborative culture within their schools and pathways of choice. The students merge seamlessly into one cohesive group of students from The Keller Center for Advanced Learning, where it is hard to distinguish which home campus the students attend.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The staff at KCAL was recruited using both district and state job boards with the goal of finding the most qualified applicants. Industry and prior teaching and experience within their respective Career and Technical Student Organizations is considered when choosing the best applicant for all positions. As we work to grow our programs, our focus is to find those applicants that bring real-world, industry standard knowledge to the classroom, as our main goal is to prepare the students for college and career readiness. Teachers that are chosen show the potential to build strong relationships with KISD students, faculty and community members while increasing the interest, relevance and involvement in the programs.

## Staff Quality, Recruitment, and Retention Strengths

By the end of the 2021-2022 school year, all staff at KCAL will be certified in the specified areas.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Specialized Programs, such as Health Science, Engineering, Automotive, Cosmetology, have limited candidates making the process of filling positions difficult. **Root Cause:** Many CTE teachers come directly from industry, and the requirement for certification takes time to complete and often times a teacher salary is not competitive with their industry standard.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Rigor and relevance are key components to the curriculum that is implemented at The Keller Center for Advanced Learning. Our courses have a natural relevance for the students due to the student choice of the program. We strive to implement rigor into the courses to enhance the level of understanding. Teachers use Success Criteria to measure student success. Teachers gain feedback through peer and administrative walkthroughs so that a focus on innovative practices continues.

## Curriculum, Instruction, and Assessment Strengths

At KCAL there are multiple ways to assess student mastery of content through certification testing, licensing, and program-specific certifications.

20-21 Certifications Obtained:

1,145 KCAL seniors obtained a certification

- 939 Non-Industry Based Certifications were awarded to KCAL students from grades 9-12
- 615 - Industry Based Certifications were awarded to KCAL students from grades 9-12

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** There are knowledge discrepancies once the students enroll in the classes at KCAL based on the home campus CTE teacher not having a horizontal or vertical curriculum alignment. **Root Cause:** CTE teachers began the alignment process by creating Year at a Glance (YAG) documents for all classes which teachers are expected to follow. However, with different administrative priorities across all high schools, these documents are not always followed.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Program success at KCAL relies heavily on the community and the relationships/partnerships that are built within. Each partnership is unique and provides various and diverse opportunities for the students that help them garner the necessary skills to be successful. The CTE Advisory Board meets monthly and continues to expand. This group of people represents influential community members that provide support and feedback for our continual growth and improvement. Program advisory committees have been developed and meet quarterly to provide feedback, create partnerships, and discuss curriculum to ensure cutting-edge training is taking place in our classrooms. CTE Coordinators have an impact on creating, maintaining, and nurturing the community and business partnerships that enrich experiences for students to better prepare them for the workforce and/or their college endeavors. KCAL and CTE hold monthly Coffee Talks to bring the community to KCAL to learn about CTE and everything KCAL has to offer. We target 8th-grade students and families by providing middle school tours to every KISD middle school campus and we host the CTE Expo in the fall.

## Parent and Community Engagement Strengths

Partnerships at the Keller Center for Advanced Learning have continued to thrive and become stronger. We have been able to increase the partnership base to provide more opportunities that establish real world networking for the practicum students. The students are able to incorporate directly into the workforce through these intern/externships. There are approximately 1,000 students currently enrolled in the practicum courses. The Keller Center for Advanced Learning hosts events for the community to build the possibilities for the students.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** With 1,000 students in practicum, finding sufficient business/community partnerships for all programs requires time, follow-through, and stakeholder commitment. **Root Cause:** The KCAL concept is still relatively new to the KISD area and requires a well-defined marketing plan.



# Technology

## Technology Summary

All programs at the Keller Center for Advanced Learning utilize technology in some form and this makes technology integration a primary focus. We strive to ensure that our programs and hardware are based on industry standards and meet the ever-changing and evolving applications that students will see either in college or entering the workforce. Each program evaluates functionality and effectiveness and works with the District Technology Specialist to find the best ways to incorporate innovative ideas. Through the Advisory Board that has been established, community and business input is solicited to garner relevant feedback so that both educational and industry standards are met. CTE has created a 5-year technology refresh cycle for all of the programs in CTE and KCAL. This year the School of Engineering will be getting their refresh of new technology.

## Technology Strengths

Innovative and industry standard technology is utilized and available for both the students and faculty at the Keller Center for Advanced Learning.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** It is a constant challenge to update and stay ahead of the technology curve to maintain industry standards throughout all our programs at KCAL.

**Root Cause:** Technology and software applications evolve and change at such a rapid pace.

# Priority Problem Statements

**Problem Statement 1:** Specialized Programs, such as Health Science, Engineering, Automotive, Cosmetology, have limited candidates making the process of filling positions difficult.

**Root Cause 1:** Many CTE teachers come directly from industry, and the requirement for certification takes time to complete and often times a teacher salary is not competitive with their industry standard.

**Problem Statement 1 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 2:** There are knowledge discrepancies once the students enroll in the classes at KCAL based on the home campus CTE teacher not having a horizontal or vertical curriculum alignment.

**Root Cause 2:** CTE teachers began the alignment process by creating Year at a Glance (YAG) documents for all classes which teachers are expected to follow. However, with different administrative priorities across all high schools, these documents are not always followed.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 3:** With 1,000 students in practicum, finding sufficient business/community partnerships for all programs requires time, follow-through, and stakeholder commitment.

**Root Cause 3:** The KCAL concept is still relatively new to the KISD area and requires a well-defined marketing plan.

**Problem Statement 3 Areas:** Parent and Community Engagement

**Problem Statement 4:** It is a constant challenge to update and stay ahead of the technology curve to maintain industry standards throughout all our programs at KCAL.





**Root Cause 4:** Technology and software applications evolve and change at such a rapid pace.

**Problem Statement 4 Areas:** Technology

# Goals





## Goal 1: Increase Student Achievement

**Performance Objective 1:** By June of 2022, the percentage of senior students obtaining industry-standard certifications will increase from 65% to 70% as measured by Eduthings documentation.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Programs will create a program SMART goal focused on increasing the number of students that can obtain industry-standard certifications or licenses.</p> <p><b>Measures:</b> Certification completion list</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Assistant Principals</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Upon student completion of certification or license, teachers will update the information into Eduthings.</p> <p><b>Measures:</b> Eduthings Report</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CTE Coordinators Assistant Principals</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 1:** Increase Student Achievement

**Performance Objective 2:** By the end of the 21-22 school year, the percentage of 12th-grade students who have completed their pathway will be increased over last year, as measurable by the endorsement data pulled from the Aeries/Eduthings platform.

Action Step 1 Details	Progress Reviews		
<b>Action Step 1:</b> BOY, MOY, and EOY enrollment data will be evaluated by the KCAL Counselor. <b>Measures:</b> Tracking BOY, MOY, and EOY data <b>Staff Responsible for Monitoring:</b> KCAL Counselor	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2:** Excellence in Student, Parent, and Community Relationships

**Performance Objective 1:** By May of 2022, 80% of each pathway's practicum students will complete an internship, externship, or apprenticeship experience as measured by MOU, SOA, and/or Training Plans.

Action Step 1 Details	Progress Reviews		
<b>Action Step 1:</b> Each student is required to complete a six week Practicum Training Course <b>Measures:</b> Practicum Training Course completion list <b>Staff Responsible for Monitoring:</b> Teacher CTE Coordinators	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<b>Action Step 2:</b> Each student will receive feedback on ways to improve their employability skills. <b>Measures:</b> Campus-Based Employability Rubric <b>Staff Responsible for Monitoring:</b> Teachers	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<b>Action Step 3:</b> Students will receive feedback from the Practicum externship provider and will develop a plan of action to improve their employability skills in collaboration with teachers. <b>Measures:</b> Collaborative Employability Rubric Actions Plans <b>Staff Responsible for Monitoring:</b> Teachers CTE Coordinators Assistant Principals	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 3: Excellence in Processes and Systems**

**Goal 4: Employee Excellence and Organizational Improvement**

**Goal 5: Excellence in Financial Stewardship**



# Addendums