KAPS- ACTION PLAN

Issue: Attendance daily adverage is currently at 86.4%	**Progress monitor 2/2/26**	
Ideal State (Goal 1): Increase the ADA from 84% to 88% or higher. Students in classrooms, not commons.		
Overcoming Barriers: There were no measures for accountability of students' whereabouts, communication between students, staff, parents, and registrar.		
Members Present/Responsible: Superintendent/ Administrator/ Classroom Teachers		

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Timeline	Progress Monitoring	Progress Monitoring How do you know?		
How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose.]	*Who will get us there? [Person(s) with primary responsibility]*	*What will we need to implement the action step? [Materials/supplies, time, fiscal resources and/or human resources]*	*When will this action step be completed? [Specific date]*	*What evidence will demonstrate hat the action step was completed? [Identify at the time the action step is written]*	*What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards our ideal state? [Identify at the time the action step is written]*	*When will action step be monitored? (Specific Date or time-span)*	*Please review each of your goals and outline your current progress for each on the document.*	*Describe what data or tools you are using to determine percentage of progress.*	*How do we anticipate or see this behavioral pattern?*	
Offer individual and classroom incentives designed to increase attendance. Highlight students and advisory classrooms who meet or exceed 90%	Teachers students Admin Superintendent	Ascender	May 2026	each 9 weeks- 1st 9 weeks 10.14.24, 2nd 9 weeks 12.20.24, 3rd 9 weeks 3.7.25	2 week report for teachers from Erin, 4 1/2 week progress report communication for students, parents, and staff	every 2 weeks or twice a month-first meeting 9.8.25	Held on Dragon Days: 9.8, 9.22,10.6, 10.20, 11.3, 1.5, 1.12, 2.2, 2.16,3.2, 3.23, 4.13, 4.27. 5.11, 5.29 Leadership team and MTSS committee monthly	Observation Data and Walkthrough Data should align with pre planned strategies on the lesson plans/ unit maps	Attendance data from Toni shows that more students have increased absences, and have SOS'Signals sent out for search and recovery from the bathroom, bus rider student sheets	Incentives are in place as of January 2026 for the grade level with the highest ADA for the week, all studenst were notified in person during 1st period by admin.
Enrichment/Intervention groups shared by grade level based on a 4-6 week cycle with an emphasis on student learning data and extension.	Teachers Superintendent	DMAC-TEKS STAAR Data DCA Data	May 2026	Teacher Schedule for Intervention/Enrichment Intervention Plans/ SMART goals in Google Doc	All tier 2 and 3 kids will have documented plans in Google Doc Student growth will be documented and discussed in MTSS, PLC, etc	Every 4-6 weeks as new progress monitoring data is available/ new assessment data warrants.	intervention groups are shared, data driven, and decided by grade levels in periodically planned PLC.	100% of grade levels are participating in differentiated and targeted intervention/enrichment at varied levels.	Freckle data and minutes are utilized in a continuous cycle of improvement, Dyslexia intervention as well, new skills are tartgeted based on Freckle data and assigned individually for intervention students. Anectdotal teacher notes shared with admin weekly. Udated MTSS TEKS and minutes 2.2.26	

Action	Responsible	Resources	Timeline							Status/Notes
Data Digs	Admin Superintendent	Student Data Binders STAAR/ TELPAS Data 3 year comparison Lead4Ward Reports Priority TEKS Data	May 2025	Dragon Days Data driven instruction in Unit Planning with common formative assessments	Flex/small groups will be adjusted with new students & new targeted skills as new data is collected ongoing. Common Formative Assessments are analyzed and used to alter instruction	Following unit assessments and interims/ as strategically scheduled by admin & Superintendent Data Conversations on PLC Dragon Days	If no new data is in, teams still have data analysis conversations bi-weekly using student work samples, observational data, and/or exit tickets.	This year 50% of PLC Dragon Days will include a data discussion component. .		student data is accumulated in Pdf format in the shared drive, Hunter linking three year comparison here J11, Lead4ward reports were most recently shared with core content teachers January 16, 2026
Improve Tier I Instruction with creating pacing calendars and unit planning	Teachers	TEKS Resouce Syetem YAG/ Pacing Calendars Grade Level Team Planning Grade Level Unit Planning	May 2025	Protected Planning Time Lesson Plans Unit Plans	Improved Unit scores Improved STAAR scores Improved TELPAS scores	weekly planning times protected and attended by admin as needed	Leadership team will review lesson plans and unit maps to determine if framework is embedded	Observation Data and Walkthrough Data should align with pre planned strategies on the lesson plans/ unit maps		August 5th TCMPC training was completed, Elise Asteria followed up with further trainng during planning time, TEKS resources system was reviewed, YAG was reviewed, Grade level team left that day with an outline of lessons for one content area.
Targeted Professional Development *MTSS *Lead4Ward	Teachers Admin team	Presenters Lead4Ward Instructional Strategies	May 2025	Walkthrough Data Classroom Observations Intentional Plotting on Unit Map Coaching Conversations	Increased level of student performance	Dragon Days	Leadership team will review lesson plans and unit maps to determine if implementation of new learning g is is embedded	Observation Data and Walkthrough Data should align with pre planned strategies on the lesson plans/ unit maps		Region 13 MTSS training day in the works for possibly 2/16/26, MTSS meetings bi monthy during PLC, Lead4ward in PLCs and weekly staff meeting
Walkthroughs w/ Specific Feedback	Admin	DMAC or other database	May 2025	5 per week	Increased visibility in classrooms and contribution to PLC conversations.	Weekly Walk throughs PLC-Dragon Days	Presentation on Small group instruction to support classroom walkthrough data. Walkthrough feedback and trends are shared with IC to lead to potential coaching opportunities	Reviewing Walkthrough data in weekly leadership meetings Reviewing Walkthrough Data periodically with staff and identifying areas of strengths and areas of development		These were done initially based on CIP goals, since KAPS was labeled an SI school, the walk through forms were redesigned with the support of Region 13 case manager Alejandro Gongora to reflect RBIS

KAPS ACTION PLAN

100% of 8th Grade students do not meet grade level on STAAR Math testing. 92% of Algebra 1 students do not meet grade level on STAAR testing.

Improved State Targets (Goals): | See TIP

1) Increase the number of students approaching grade level on 8th grade Math STAAR from 31% to 41 %.									
2) Increase the number of students meeting grade level on 8th grade Math STAAR from 0% to 10%.									
3) Increase the number of students approaching grade level on Algebra 1 STAAR from 23% to 33 %.									
4) Increase the number of students meeting grade level on Algebra 1 STAAR from 8% to 18%.									

Overcoming Barriers:

Members Present/Responsible: All staff

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Timeline	Progress Monitoring	Progress Monitoring How do you know?	Progress monitor 2/2/26
How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose.]	*Who will get us there? [Person(s) with primary responsibility]*	*What will we need to implement the action step? [Materials/supplies, time, fiscal resources and/or human resources]*	*When will this action step be completed? [Specific date]*	*What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]*	*What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards our ideal state? [Identify at the time the action step is written]*	*When will action step be monitored? (Specific Date or time-span)*	*Please review each of your goals and outline your current progress for each on the document.*	*Describe what data or tools you are using to determine percentage of progress.*	Every case manager visit
curriculum: updates and revision rennaisance screener ongoing assessment TEKS alignment Instruction ongoing coaching Assessment time frame & benchmarks testing admin correctly ongoing classroom management Equity: students w/ different needs compensation for tutoring, use of advisory time Professional Development: teaching to standards, grades in faster, ongoing professional training & dev.	Teachers Admin Superintendent	Lead4ward PD	May 2025	Walkthrough Data Classroom Observations Intentional Plotting on Unit Map Coaching Conversations	Teacher documentation and adjustment of student instruction/ intervention based on committee conversations Number of Tier 2 and 3 kids will decrease throughout the year Number of students on the MTSS docket will decrease throughout the year	1 strategy per week	9.8.25 withn the next two weeks there will be assessments	Observation Data and Walkthrough Data should align with pre planned strategies on the lesson plans/ unit maps	

KAPS ACTION PLAN	Progress monitor 2/2/26

Issue: High teacher turnover

Ideal State (Goal): Objective 1: KAPS will have a teacher turnover rate less than the district/state average. Objective 2: KAPS will implement a mentor program. Objective 3: KAPS will implement Professional Learning Communities to build capacity campus wide for a curriculum, instruction, and assessment map	obj 1: 13% state teacher turnover, 2.2.26 KAPS is at 14.3%
Overcoming Barriers: Access to curriculum resources and continuing education that is area specific. Increased communication between administration and faculty. Making sure that mentors find ways to teach or remind teachers to take time for self-care. Teachers should be friendly but not friends. Greater student attendance and increased funding in order to maintain a higher pay rate. Lack of on-site couselor. Empathy.	Obj 2: we rely on subject relevant teachers who have been her the longest and work cross-curriculum wise for support, we don't have a formal mentoring program for many reasons and obstacles, but we welcome Region 13 support and invite them
	Obj 3: We have PLCs purposefully scheduled bi monthly based on CCNA data, teacher feedback, and Region 13 Case Manager suggestions to support curriculum, instruction, and assessment mapping (DTC and admin)

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Timeline	Progress Monitoring	Progress Monitoring How do you know?	
How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose.]	*Who will get us there? [Person(s) with primary responsibility]*	*What will we need to implement the action step? [Materials/supplies, time, fiscal resources and/or human resources]*	*When will this action step be completed? [Specific date]*	*What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]*	*What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards our ideal state? [Identify at the time the action step is written]*	*When will action step be monitored? (Specific Date or time-span)*	*Please review each of your goals and outline your current progress for each on the document.*	*Describe what data or tools you are using to determine percentage of progress.*	
Grants-Teacher incentive allotment		Region 13 data gathering year	ongoing	timeline for deliverables according to the grant	Better teachers. Teacher retention. Happier teachers				On hold for data gathering year and grant still open
Address All Communication forms and expectations during PD		Computer, Phone, Walkie-Talkie		Response from all forms of communication with expectations	Continuing use and response to email, texts, and walkie talkie	9.8.25 first meeting to address concerns and current issues	We have added Spring parent teacher conferences to aid teachers in all communication forms and expectations. Newsletters, REmind app, Bright Arrow, social media, individual emails, phone calls		

KAPS ACTION PLAN	

Issue: Fiscal Goal #4

Ideal State (Goal): Objective 1: need funding summary to make it measurable and to explicitly address what "success" is

Overcoming Barriers: low enrollment numbers, student demographic, FSP funding, grant management

Members Present/Responsible: Teachers, Admin

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Timeline	Progress Monitoring	Progress Monitoring How do you know?
How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose.]	*Who will get us there? [Person(s) with primary responsibility]*	*What will we need to implement the action step? [Materials/supplies, time, fiscal resources and/or human resources]*	*When will this action step be completed? [Specific date]*	*What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]*	*What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards our ideal state? [Identify at the time the action step is written]*	*When will action step be monitored? (Specific Date or time-span)*	*Please review each of your goals and outline your current progress for each on the document.*	*Describe what data or tools you are using to determine percentage of progress.*

KAPS ACTION PLAN

Issue: CCMR Goal #5

Ideal State (Goal): Objective 1: EAF grant and ACE grant via these programs funded by Federal grants we will increase the growth of students currently at 0% baseline to 25% for participation in after school clubs as well college and career readiness to provide real world learning experiences and opportunities to practice 21 st century learning skills such as collaboration, communication, critical thinking, and creativity.

OBJ:1 EAF grant not received, ACE grant 5 kids at 45 days and 9 more close to the 45 day mark, overall attendance has increased to 46 %.

Overcoming Barriers:
Transportation is traditionally a barrier getting kids to and from their home school boundary to KAPS. Classes were not offered or available. Students sometimes have other family members to care for or they have work responsibilities.

Members Present/Responsible: Teachers, Admin

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Timeline	Progress Monitoring	Progress Monitoring How do you know?
How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose.]	*Who will get us there? [Person(s) with primary responsibility]*	*What will we need to implement the action step? [Materials/supplies, time, fiscal resources and/or human resources]*	*When will this action step be completed? [Specific date]*	*What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]*	*What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards our ideal state? [Identify at the time the action step is written]*	*When will action step be monitored? (Specific Date or time-span)*	*Please review each of your goals and outline your current progress for each on the document.*	*Describe what data or tools you are using to determine percentage of progress.*

Issue:

Ideal State (Goal 1): .

Overcoming Barriers:

Members Present/Responsible:
Superintendent/ Administrator/ Classroom Teachers

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Timeline	Progress Monitoring	Progress Monitoring How do you know?		
How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose.]	*Who will get us there? [Person(s) with primary responsibility]*	*What will we need to implement the action step? [Materials/supplies, time, fiscal resources and/or human resources]*	*When will this action step be completed? [Specific date]*	*What evidence will demonstrate hat the action step was completed? [Identify at the time the action step is written]*	*What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards our ideal state? [Identify at the time the action step is written]*	*When will action step be monitored? (Specific Date or time-span)*	*Please review each of your goals and outline your current progress for each on the document.*	*Describe what data or tools you are using to determine percentage of progress.*		
Offer individual and classroom incentives designed to increase attendance. Highlight students and advisory classrooms who meet or exceed 90%	Teachers students Admin Superintendent	Ascender	each 9 weeks- 1st 9 weeks 10.14.24, 2nd 9 weeks 12.20.24, 3rd 9 weeks 3.7.25	2 week report for teachers from Erin, 4 1/2 week progress report communication for students, parents, and staff	Students will be in their perspective learning environment,	every 2 weeks or twice a month	Held on Dragon Days: 8.23.24, 9.5.24, 9.20.24, 11.8.24, 11.22.24, 12.13.24, 1.17.25, 1.31.25, 2.14.25, 2.25.25- Leadership team and MTSS committee monthly	Evidence provided within Ascender and teacher feedback		
Targeted Professional Development to equip teachers with data driven engagement strategies *MTSS *Lead4Ward	Teachers Admin team Superintendent	Presenters Lead4Ward Instructional Strategies	May 2025	Dragon Day Agendas in the Shared Drive	Increased level of student attendance	Dragon Days	8.23.24, 9.5.24, 9.20.24, 11.8.24, 11.22.24, 12.13.24, 1.17.25, 1.31.25, 2.14.25, 2.25.25- Feedback from mentors, department chairs, and TTES goals	Observation Data and Walkthrough Data should align with pre planned strategies from PLCs		
Walkthroughs w/ Specific Feedback for visibility and accountability/admin support	Admin team Superintendent	other database	May 2025	10 per week minimum	Increased visibility in classrooms and contribution to PLC conversations.	Weekly Walk throughs PLC-Dragon Days	Feedback has been verbal or via email since we have no data platform to organize the information, reviewed in person with staff member, or as a whole group on PLC days as things arise for glows and grows Walkthrough feedback and trends are shared with Admin to lead to potential coaching opportunities	Reviewing Walkthrough data in weekly leadership meetings Reviewing Walkthrough Data periodically with staff and identifying areas of strengths and areas of development		