

Pflugerville Independent School District

Kelly Lane Middle School

2025-2026

Accountability Rating: A

Distinction Designation

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 16, 2025

Public Presentation Date: September 23, 2025

Mission Statement

We will provide purposefully designed learning activities that:

Challenge all students to excel,
Engage all students in service learning opportunities to emphasize the strength of the school community over individual gain,
Value problem-solving and critical thinking over basic comprehension.

Vision

Kelly Lane Middle School will produce life-long learners who have the capacity to be critical thinkers, are ready to accept challenges, and have the resilience to overcome adversity.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Kelly Lane has a projected fall enrollment of 874 students for the 2025-26 school year. Student race/ethnicity demographics have remained fairly consistent over the past five years. The majority of KLMS students identify as either White (37%) or Hispanic (36%). KLMS teacher demographics are not representative of student demographics with a 35% difference between White teachers and students (more white teachers than students), 17.8% difference between Hispanic teachers and students (more Hispanic students than teachers), and no staff representation for Asian students (a difference of 9.5%). KLMS is anticipating at least 18 who started the school year will not finish the school year; 4 of those staff members left before the spring semester. Not all positions will be replaced due to staffing cuts, so we are anticipating only 13 new staff members from May to August. Of those new in August, 9 will be teachers.

KLMS Demographic Chart (source: OnDataSuite fall dashboard with enrollment of 910 students & Skyward staff list with reported race/ethnicity)

Race / Ethnicity	Percent of Students 910 students	Percent of Staff 66 staff
American-Indian - Alaskan Native	<1%	0%
Asian	9.5%	0%
Black - African American	10.0%	7.6%
Native Hawaiian - Pacific Islander	0%	1.5%
White	36.7%	71.2%
Two-or-More	7.6%	1.5%
Hispanic-Latino	36.0%	18.2%

The breakdown of students enrolled in special programs is listed in the chart below. The special program identification of KLMS students has also remained fairly consistent with slight changes of a 2% decrease in economically disadvantaged, a 3% increase in Emergent Bilingual students, a 3% decrease in at-risk students, and a 2% decrease in students receiving special education services. KLMS supports 322 students identified at-risk for dropping out of school; 82 students are classified as at-risk in more than one criterion.

Special Program / Student Indicator	Percent of Student
At-Risk	33.1%
Economically Disadvantaged (free or reduced)	19.3%
Special Education	12.1%
Gifted & Talented	14.8%
Section 504	15.6%
Emerging Bilingual	9.3%

The impact of the budget deficit has resulted in a reduction in the number of teachers and staff at KLMS. For the 2021-22 school year, KLMS cut 5 teachers and 1 aide from the faculty/staff. An additional 7 teachers and 1 aide were cut for the 2022-23 school year. Changes to programming for the 2022-23 school year resulted in a loss of 2 teaching positions for 2023-24, and the loss of ESSER and budget deficits resulted in another reduction of 1.5 staff members in 2024-25. For the 2025-26 school year, KLMS will decrease by 2 additional teachers. For the 2024-25 school year, only one teacher was a 0-year teacher. All teachers in year 0 to year 3 are offered opportunities to participate in the New Teacher Academy provided by the district. KLMS teachers have, on average, 8.3 years of experience and 5.3 years of experience with the District. However, both of these averages are lower than the average years of experience for the District or State as a whole.

Given the amount of staff and students, an analysis of the core courses shows that 9% of all sections have more than 28 students, which is above the staffing ratio. This does not include band or physical education based classes.

Demographics Strengths

- The population of KLMS is relatively stable and does not change over time.
- The new hires have been experienced teachers, with only a few 0-year teachers hired in the last two years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The discrepancy between staff and student demographics is greater than 5% in the racial groups of Asian, White, and Hispanic; whereas there are less Asian and Hispanic teachers than students.

Root Cause: Recruitment and hiring practices have not yielded a staff representative of the KLMS student body.

Problem Statement 2: KLMS teachers have less years of experience, on average, than of teachers in the district and State.

Root Cause: PflSD budget constraints required reduction in staffing and increased retirement.

Problem Statement 3: According to Skyward, the majority of students identified as "at-risk" are identified due to their emerging bilingual status or for not passing STAAR.

Root Cause: Tier 2 systems have not adequately addressed the academic and language acquisition needs of students.

Student Learning

Student Learning Summary

KLMS 3-yr Longitudinal STAAR Results

	Math 6			Math 7			Math 8		
Year	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters
2025	84	58	28	68	38	4	84	64	35
2024	86	62	28	69	31	6	84	56	32
2023	90	59	27	71	40	5	90	64	30

	Reading 6			Reading 7			Reading 8		
Year	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters
2025	87	72	41	89	68	39	94	77	43
2024	87	72	36	91	70	42	92	80	52
2023	90	68	29	92	78	44	94	75	46

	Science			Social Studies			Algebra		
Year	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters
2025	93	75	42	83	49	28	100	89	62
2024	86	61	25	83	57	33	98	70	45
2023	90	69	34	88	59	37	100	85	51

According to the 2025 STAAR Results, Kelly Lane improved scores in 3 subjects for approaches (Reading 8, Science, and Algebra), 4 subjects for meets (Math 7, Math 8, Science, and Algebra), and 4 subjects for masters (Reading 6, Math 8, Science, and Algebra). KLMS maintained scores in 3 subjects for approaches (Reading 6, Math 8, and Social Studies), 1 subject for meets (Reading 6), and 1 subject for masters (Math 6). The most notable improvements are Science (7% increase in passing and a 17% increase in masters) and in Algebra (improvements at all achievement levels but a 19% increase in meets and a 17% increase at masters).

The results for 2025 Academic Growth in RLA and math have not been released at this time.

Across all subjects, except RLA 8, our Black/African-American students scored lower than the campus average by at least 10%. Additionally, our students classified as economically disadvantaged, special education, emerging bilingual, and at-risk passed at a proficiency rate at least 10% lower than the campus average. Our Hispanic students performed lower than the campus average in RLA 8 and our Two or More Races students performed lower than the campus average in Social Studies.

Based on KLMS local tests and PLC analysis, 8th science scores indicate that students are struggling to draw conclusions from data sets, especially when the data is presented in an unfamiliar or new format. The 8th grade social studies PLC also indicates that students are struggling to analyze information, specifically cause and effect.

In Reading and Language Arts, the 6th grade PLC indicates that students are struggling with vocabulary and writing conventions. The 7th grade PLC indicates that students are struggling with text evidence, inference, and author's purpose. The 8th grade PLC indicates that context clues are a core concern and impacts their inferencing and conclusions.

In Math, the 6th grade PLC indicates that students are struggling with ordering rational numbers provided in context and basic integer operations. The 7th grade PLC indicates that students are struggling with basic operations of rational numbers without calculators and intend to focus on one-step and two-step equations. The 8th grade PLC indicates a need for work with one-variable equations where the variable is on both sides and rational numbers as well as writing linear equations from a variety of data sources.

In October 2024, 299 8th grade students took the PSAT 8/9. The average score for the reading and writing section was 458.6 and the average score for the math section was 480.3. Both of these averages are higher than the averages in 2023. The PSAT scores indicate that 66% of the students are on track for advanced English in high school and 43% of the students are on track for advanced math in high school. Currently, 44% of our 8th grade students are enrolled in advanced math courses.

The 2025 TELPAS

	Composite	Reading Proficiency	Writing Proficiency	Speaking Proficiency	Listening Proficiency
Beginning	2%	3%	7%	3%	3%
Intermediate	22%	22%	42%	36%	16%
Advanced	54%	31%	45%	52%	27%
Advanced High	22%	44%	8%	10%	55%

TELPAS Composite	6th Grade	7th Grade	8th Grade	All Students
Progressed at least one level	18%	22%	43%	30%

According to the TELPAS results, students demonstrated a strength in listening and reading, with over 75% or more of the students rating advanced or advanced high. An area of weakness is writing, with only 53% of students score advanced or advanced high. Most students (89%) scored intermediate or advanced for speaking. More students in the 8th grade showed progress than in the other two grades.

Of the 913 students enrolled at KLMS, 90% are enrolled in at least once physical education class. Students who enroll in dance as a fine arts credit, can also enroll in a physical education class; otherwise, students can only be enrolled in one physical education class at a time. In middle school, band does not contain a marching component and therefore does not count as a physical education class. The choices for students include PE, pre-athletics, athletics, dance, or off-campus PE. Students must complete 4 semesters of physical education during middle school; generally students complete this by the end of 7th grade and therefore physical education becomes optional in 8th grade.

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement		91	A	70%
STAAR Performance	64	91		
College, Career and Military Readiness				
Graduation Rate				
School Progress		86	B	0%
Academic Growth	75	86	B	✓
Relative Performance (Eco Dis: 19.3%)		77	C	
Closing the Gaps	79	93	A	30%

Missed Closing the Gaps Targets

- None - all interim targets were met, including 3 long-term targets

Student Learning Strengths

- All Closing the Gaps interim targets were met.
- Two long-term Closing the Gaps targets for Academic Achievement in RLA were met for All students and the Hispanic student group
- The long-term target for Progress in Achieving English Language Proficiency for Emergent Bilingual students was met

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to 2025 STAAR Reading results, 72% of 6th graders scored at the Meets and 41% scored at the Master level with achievement gaps for students identified as receiving services in Special Education, Black, and/or Economically Disadvantaged.

Root Cause: The instruction and/or interventions do not adequately support language acquisition or cultural competence.

Problem Statement 2: According to 2025 STAAR Math results, 64% of 8th graders scored at the Meets level and 35% scored at the Master level with achievement gaps for students identified as receiving services in Special Education, Black, and/or Economically Disadvantaged.

Root Cause: The instruction and/or interventions do not adequately support language acquisition or cultural competence.

Problem Statement 3: According to 2025 STAAR Science and Social Studies results, 75% of 8th graders scored at the Meets level for Science and 49% scored at the Meets level for Social Studies with achievement gaps for students identified as receiving services in Special Education, Economically Disadvantaged, and/or Limited English Proficient.

Root Cause: The instruction and/or interventions do not adequately support language acquisition or cultural competence.

Problem Statement 4: According to the 2025 STAAR results, there was a decrease in the number of students passing the STAAR tests at the 6th and 7th grade levels.

Root Cause: The instruction and/or interventions do not adequately support language acquisition or cultural competence.

Problem Statement 5: According to the 2025 TELPAS results, most KLMS emerging bilingual students struggle with writing.

Root Cause: Due to PfISD budget constraints, the staff dedicated for emerging bilingual students has been removed from campus.

Problem Statement 6: Students must complete 4 semesters of physical education during middle school.

Root Cause: TEA requires students participate in physical education.

School Processes & Programs

School Processes & Programs Summary

Kelly Lane uses a variety of structures to provide support and collaboration to teachers: PLC during the day (STAAR tested subjects receive 1 extra period and core, non-STAAR tested teachers do not have a Catapult/Advisory), department meetings, professional development, and mega-team meetings. The format for August 2024 professional development included personalized levels for all teachers/staff. Teachers and staff were divided into three main groups, usually according to experience on the campus.

During the 2024-25 school year, 54 teachers were evaluated using T-TESS. Of those, 40 teachers had a T-TESS observation while the other 14 teachers requested a “Less Than Annual” (LTA) evaluation. Teachers qualifying for a LTA evaluation had walkthroughs aligned to T-TESS but did not have a formal observation.

An analysis of T-TESS observations, shows relative strengths in Domain 3. The top strengths (determined by percent of teachers scoring distinguished or accomplished for walkthroughs and observations) in each domain are:

- Domain 1 Planning/Dimension 1 Standards & Alignment, tied with Dimension 3 Knowledge of Students
- Domain 2 Instruction/Dimension 2 Content Knowledge & Expertise followed by Dimension 3 Communication.
- Domain 3 Learning Environment/Dimension 1 Classroom environment/Routines/Procedures followed by Dimension 3 Class Culture.

When looking at an analysis of T-TESS Observations versus walkthroughs, there is a distinct difference in the scoring. Walkthroughs indicate that teachers are less proficient with most dimensions in domains 2 and 3 except for 3.1 environment and procedures. Most notable differences are 2.1 for achieving expectations and 2.2 for content knowledge and expertise. The next largest differences are 2.4 for differentiation and 2.5 for monitor and adjust.

There are 28 teachers eligible for the Teacher Incentive Allotment based on teaching assignment. During the 2024-25 school year, an additional 6 teachers were recommended for distinctions; this makes a campus total of 7 teachers on campus for 2025-26 that have achieved TIA designations. To remain eligible during 2025-2026, a teacher must be rated “proficient” or better in all eight dimensions of Domains 2 and 3 of T-TESS. If they are scored “proficient” or higher on their summative evaluation in all 8 dimensions, their ratings are averaged and they must have an average score of 3.7 or better. The student growth percentiles on the student’s STAR 360 EOY results will determine final eligibility for TIA designation for ELA and Math teachers; whereas growth between the interim and the STAAR test will be used for Science and Social Studies (8th grade only). For Essential Academics, student growth scores on STAAR Alt 2 will be used.

For the 2022-23 school year, elective options in the master schedule started to be reduced and continued to be reduced in the 2023-24 school year. The following classes were not be offered during the 2024-25 school year at Kelly Lane but are still offered at other Pflugerville schools: AVID, Fundamentals of Computer Science, Kickstart, Science in Action, Health (middle school or high school version), PFLEX, and Literacy Workshop. In the 2025-26 school year, Technology classes will be reduced to only include CTE courses; however, we will bring the Fundamentals of Computer Science back into the elective options.

The Emergent Bilingual (EB) program now includes a newcomer center starting with the 2023-24 school year. There are no KLMS-zoned students that attend the newcomer program and all support for language acquisition is through the general education teacher.

Kelly Lane received 929 Chromebooks from PflSD to support instruction. Chromebooks were deployed in 34 carts to the majority of teachers; they were not

issued to individual students to maintain their functionality and reduce repair costs on the campus budget. The number of Chromebooks in each cart was determined by the largest class a teacher had and therefore range from 5 (Dyslexia) to 32; 88% of the carts have 26 or more Chromebooks. The distribution of carts concentrated on core subjects and then classes that would need the carts most - 62% of teachers have a cart. Of the remaining 38%, 3 teachers are in computer labs and 5 teachers are not the teacher of record for any class (assistant or inclusion teachers only). This leaves 76% of teachers needing technology have regular access. We were unable to provide technology to fine arts beyond one cart to share. Aside from access to technology for class, the other impact is the availability of technology for Catapults who regularly use technology to access IXL tutorials. In a teacher survey, all but two teachers with carts reported using the Chromebooks at least 3-5 times per week on average. Teachers without carts indicated a continued need for regular access to technology.

In the Spring, counselors meet with students and parents to complete 4 year planning for students in School Links. In February 2025, all students had a 1:1 conference with a high school counselor and their parents/guardians to select a six year plan and at least one high school endorsement. For the 2025-26 school year, 64% of the 8th grade students will be enrolled in the Pathways to Careers class, a high school credit elective that should help with high school courses and beyond graduation planning.

The intervention systems in place for the 2024-25 school year focused on meeting the HB1416 requirements. Students received intervention through a GAME or CARE class (math/reading respectively) or through small groups during Catapult time. IXL was a system purchased to help customize student tutoring and intervention.

IXL has been approved by TEA as meeting the HB1416 requirements of tutoring for ELA and Math, but not Science. All students requiring intervention will be tracked using the PfISD tracking document. To meet HB 1416 requirements, students must finish their required hours (30 hours per subject for most students) before the next test and they must have intervention at least once per week. If students are using IXL, they must use IXL twice per week for at least 30 minutes per session.

KLMS implemented the PfISD approved Agile Minds curriculum for math in 2023-24. Agile Mind is a concept-based approach to instruction and considered the HQIM for math instruction. In the 24-25 school year, PfISD implemented SAAVAS for science curriculum, which is also a concept-based approach to curriculum. Both of these curriculum approaches emphasize the process and skills TEKS over the content related TEKS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a discrepancy between planned instruction for observations and instruction observed during walkthroughs.

Root Cause: Lesson plans are not being written, implemented, or adhered to during instruction.

Problem Statement 2: Students must complete School Links assessments and course planning.

Root Cause: PfISD requires all students complete the 6-year plan prior to leaving 8th grade.

Problem Statement 3: Students needing HB1416 intervention must have intervention at least once per week and all attempts for intervention must be regularly documented.

Root Cause: The requirements for meeting HB1416.

Perceptions

Perceptions Summary

During the 2023-2024 school year, the campus had faculty meetings every Wednesday, with different goals (whole faculty, committees, department, and committee). Once a month, each faculty member served on a committee; the options were: School-wide celebrations, Hospitality, PBIS, Coaching, or Wellness. For the 24-25 school year, this format is continued; however, the structure for committees and department chair meetings has changed.

Department chair meetings are being used as vertical data alignment conversations with the department chairs leading the conversation. Committee meetings have been expanded to include special assignments for teachers to perform unique tasks that serve the school (such as helping with announcements, or planning extra classes) and teachers were assigned to committees instead of self-selecting.

The overall Average Daily Attendance for the 2024-25 school year was 96.07%. The 6th grade had the highest ADA at 96.48%, followed by 7th grade at 95.90% and the lowest was 8th grade at 95.87%. When comparing the ADA rates of male and female students, their ADA rates are near equal (within .1%). There are slightly more variations when compared by race: Black students have the lowest ADA at 93%, followed by White, Multi-Race, and American-Indian students at 94%, and Asian students have the highest ADA at 97%. The variance between the Black and the Asian students is 3.39%. Special education or English proficiency status do not seem to vary significantly either, with a 2% difference between students with or without disabilities and 1% difference between students with or without English proficiency. Overall, 44% of KLMS students have an individual ADA equal or higher than the school ADA of 96%. Students who are considered chronically absent are students missing more than 10% of school; at KLMS 7.2% of students meet the criteria for chronically absent. This is a 2.2% reduction from the 2023-24 school year.

A look at discipline records showed that there were 18 more incidents in the spring semester than fall semester. In the first semester, the top 5 offenses (in order) were roughhousing/horseplaying, physically aggressive behavior, disrespectful/rude comments, disruptive classroom behavior, and inappropriate language/gestures. In the 3rd nine weeks, the top 5 offenses were disrespectful/rude comments, insubordination/failure to comply, physically aggressive behavior, disruptive classroom behavior, and violations of safety rules. We saw a shift again the 4th nine weeks to excessive tardies, insubordination/failure to comply, violations of safety rules, roughhousing/horseplaying, and physically aggressive behavior. Although the top five offenses shifted slightly, we see an overall reduction in physical contact behaviors. The classroom remains the top locations for all behaviors during all evaluation periods.

The Upbeat survey was updated in the fall of 2024; therefore the data from the Spring 2024 Upbeat report is not completely comparable to the spring 2025 data. In the spring, we had a participation rate of 69% of faculty and 62% of staff. In areas that could be compared, we scored higher in all areas except: parent/teacher communication, appreciation, self-efficacy, wellness and belonging, and commitment. When compared to fall 2024, our overall spring engagement score was 78, .5 lower. Several areas scored lower in the spring than in the fall. Areas that fell 5 points or more were: parent/teacher communication, school safety & order, appreciation, and inclusive practices. However, autonomy, evaluation, and work/life balance were 5 or more points higher than the fall scores.

In looking at the specific questions, areas of concern are: the relationship between teachers and parents, consistent enforcement of rules by teachers, fair discipline practices, recognition of teachers, funding of the school, feelings of belonging and supported mental health, and proactively addressing discrimination at the school. Some of these areas have been areas of strength for KLMS in the past.

When compared to the district, our overall score is higher but our parent/teacher communication is 5 or more points lower. Areas of strengths (5 or more points higher) when compared to the district results are autonomy, principal/teacher trust, instructional leadership, school safety & order, evaluation, teacher voice & leadership, future commitment, and resources & facilities. When compared to the middle school cluster, our overall engagement score is slightly higher but teacher/parent communication, compensation and career path, and inclusive practices are scored lower. The compensation and career path is

17 points lower than the middle school average - the two biggest issues are current salary and the increase of salary over time. Areas of strengths (5 or more points higher) when compared to the district results are autonomy, principal/teacher trust, instructional leadership, evaluation, teacher voice & leadership, recruitment, hiring & onboarding, future commitment, and resources & facilities.

Kelly Lane administered surveys to students and parents at the end of the school year. Approximately 38% of students participated; more participants were 6th or 7th grade. Of the student respondents, 85% are involved in on-campus activities and 57% are involved in off-campus activities. Of the respondents, 61% feel they learn from their teachers and a vast majority felt the activities the teacher selected prepare them for STAAR. However, 17% of respondents indicated that classroom behavior in at least 3 of their classes impedes the learning of students. Less than 20% of students reported that classroom management is never a concern for learning in their classes. When asked how much they get to process information with peers, student responses were scattered between all levels. Only 50% of student respondents felt their grades were a true reflection of what they know but they generally feel their teachers support their learning journey. Over 43% of students responding did not attend tutorials or need credit recovery.

Students were asked open-ended questions about what they like or dislike about KLMS. Among the top things mentioned were school spirit - such as pep rallies, spirit assemblies, school dances, field trips, and school-wide events. The fine arts courses were specifically mentioned, as well as athletics and PE. Students described teachers as kind, supportive, patient, and fun with a strong appreciation for help / second chances, connections with students, and learning that is fun and engaging. Several students noted they liked clubs, recess/going outside, and the school atmosphere. The overall sentiment was very positive: most students feel supported, encouraged, and involved at KLMS and they hope that the culture of kindness, fun, and support continues as they move through grades.

When asked for areas of improvement, key noted areas were: backpack policy, inconsistent teaching quality (lesson quality, disrespect/strictness, empathy, and turnover), student misbehavior and inconsistency with applying discipline rules, and lunch food. Students did ask for more experiential learning opportunities, rewards or recognitions, and options for handling stress, pressure, and anxiety.

Parent participation is too low to complete at this time for analysis.

Perceptions Strengths

Stakeholders are overall satisfied with Kelly Lane Middle School.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to Skyward, physically aggressive behaviors was one of the top 5 causes of discipline throughout the year.

Root Cause: There are deficiencies in student's coping strategies and classroom management skills.

Problem Statement 2: According to a comparison of staff Upbeat spring survey results, teachers were less satisfied with parent/teacher communications, consistency in interactions, and fair/supportive relationships.

Root Cause: Expectations have not been enforced consistently and positive support structures are not consistently in place.

Problem Statement 3: According to OnDataSuite, 7.6% of students meet the criteria for Chronically Absent.

Root Cause: Students with less than 90% attendance also have discipline or mental health concerns.

Problem Statement 4: According to students, classroom management in several of their classes impedes their learning or the learning of others in the class.

Root Cause: Less experienced teachers, and teachers trained through ACP options, may not be trained enough in classroom management strategies.

Goals

Revised/Approved: June 11, 2025

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 1: Implement a support plan that results in an increase of 3% in the categories of Equal Opportunities (2025 at 93%) and Inclusive Practices (2025 at 85%), as measured by the Spring 2026 staff survey.

Evaluation Data Sources: Spring 2026 staff survey results compared to Spring 2025.

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 2: Teachers will demonstrate greater consistency between T-TESS walkthroughs and observations so there is less than a 10% gap between frequency of the ratings.

Evaluation Data Sources: The 2026 comparison between observation and walkthrough data will show less than a 10% gap in all dimensions for Domain 2 and 3.

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 3: Conduct professional development for teachers resulting in the staff survey outcomes at 5% or greater gain in the professional development category (2025 at 74%).

Evaluation Data Sources: Artifacts or organization, sign in pages

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 4: By May 2026, Kelly Lane will strategically recruit highly effective staff to meet student needs.

Evaluation Data Sources: Staffing reports

Goal 2: PflSD will build a foundation of reading and math.

Performance Objective 1: By June 2026, there will be increases in Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 6-8 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 74% to 80%
- Approaches from 91% to 93%
- Meets from 74% to 76%
- Masters from 42% to 45%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PflSD will build a foundation of reading and math.

Performance Objective 2: By June 2026, there will be increases in Growth and Achievement on STAAR Math tests across grades 6-8 and Algebra I for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 73% to 75%
- Approaches from 85% to 87%
- Meets from 64% to 66%
- Masters from 33% to 35%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PflSD will build a foundation of reading and math.

Performance Objective 3: By June 2026, there will be increases in Achievement at all performance levels on 8th grade STAAR Science and Social Studies tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2026 STAAR Science outcomes from the prior year will be:

- Approaches from 94% to 95%
- Meets from 76% to 77%
- Masters from 42% to 45%

Improved Spring 2026 STAAR Social Studies outcomes from the prior year will be:

- Approaches from 83% to 85%
- Meets from 50% to 59%
- Masters from 29% to 33%

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: Implement an intervention system that provides required tutoring for HB1416 students so that 100% of students requiring intervention will participate in supplemental accelerated instruction or be placed with a TIA-designated teacher.

Evaluation Data Sources: Schedules, intervention records, grade change reports, EOY Star360 results, IXL

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 5: At least 70% of students receiving special education services, or are identified as Emergent Bilingual, will meet Growth measures on 2026 STAAR Math and RLA tests.

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: During the 2025-2026 school year, Kelly Lane MS will provide students with academic planning lessons/activities so that 75% of students declare a pathway other than multi-disciplinary for their high school 4-year plan.

Evaluation Data Sources: Registration data, agendas, artifacts of events.

Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: During 2025-2026, 100% of Kelly Lane 6th and 7th grade students will participate in daily physical activity in a physical education class or through school-wide activities; at least 80% of 8th grade students will participate in daily physical activity in a physical education class or through school-wide activities. All required students will participate in FitnessGram.

Evaluation Data Sources: FitnessGram data; student enrollment

Goal 4: PflSD will improve low performing schools.

Performance Objective 1: Kelly Lane MS will increase the prior year attendance rate of 96% to 96.5% for the 2025-2026 school year. The Chronic Absenteeism rate will remain below 10%.

Evaluation Data Sources: Attendance rates, Chronic Absenteeism rates

Goal 4: PflSD will improve low performing schools.

Performance Objective 2: Kelly Lane Middle School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will maintain at A
- Domain 1 Rating will maintain at A
- Domain 2 Rating will improve from B to A
- Domain 3 Rating will maintain at A

High Priority

Evaluation Data Sources: Accountability Reports

Goal 4: PflSD will improve low performing schools.

Performance Objective 3: Kelly Lane will reduce the number of disciplinary removals, the dropout percentage, and eliminate the over-representation of student groups who receive out of placement consequences.

Evaluation Data Sources: Referral Data
Dropout Rates

Goal 4: PflSD will improve low performing schools.

Performance Objective 4: Throughout the 2025-2026 school year, KLMS will create, communicate and facilitate three strategic parent and family involvement events aimed at improving parents' navigation of campus resources to improve student academic achievement.

Evaluation Data Sources: Parent Involvement surveys or feedback, attendance rates

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the CIP for Board Approval:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025