

Kerrville Independent School District



Hal Peterson Middle School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Hal Peterson Middle School is to provide:

An atmosphere conducive to learning.

A curriculum that will strengthen students' educational foundations and give them opportunities to investigate various areas of study.

Guidance and compassion to help students work with their emotions and changing needs at this critical age.

Vision

Kerrville ISD is an educational leader in the heart of the Hill Country, inspiring all students to become lifelong learners and productive citizens.

Value Statement

Hal Peterson Middle School will provide all students with opportunities that will support and nurture the academic and social-emotional development so that our students are prepared for a 21st century world.

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Comprehensive Needs Assessment

Lever 1: Strong School Leadership & Planning

Summary

Teacher observations are a critical component of our professional development strategy, allowing us to provide constructive feedback and support to our educators. By observing classroom interactions and instructional methods, we can identify areas of strength and opportunities for growth, ensuring that our teaching practices align with our educational goals.

Our Leadership Team Meetings are essential for setting the strategic direction of our school. These meetings provide a platform for discussing key initiatives, addressing challenges, and making informed decisions that impact our school community. By fostering open communication and collaboration among our leadership team, we can effectively guide our school towards achieving its mission.

The implementation of 10 Weekly Walkthroughs is a proactive approach to maintaining high standards of teaching and learning. These walkthroughs allow us to regularly monitor classroom environments, ensuring that they are conducive to student engagement and success. By consistently evaluating our instructional practices, we can make timely adjustments to enhance the educational experience for our students.

TTESS Goals are integral to our teacher evaluation and development process. By setting clear, measurable objectives, we empower our educators to focus on specific areas of improvement. This goal-oriented approach not only supports professional growth but also aligns individual efforts with our school's overarching educational objectives.

Incorporating formative data in PLC meetings is vital for informed decision-making. By analyzing student performance data, we can tailor our instructional strategies to meet the diverse needs of our learners. This data-driven approach ensures that our teaching methods are effective and responsive to the academic progress of our students.

The Summer Leadership Team Kickoff is an important event that sets the tone for the upcoming academic year. It provides an opportunity for our leadership team to come together, reflect on past achievements, and plan for future initiatives. This kickoff event fosters a sense of unity and purpose, ensuring that we are well-prepared to tackle the challenges of the new school year.

Capturing Kids Hearts is a program that emphasizes the importance of building positive relationships with students. By focusing on social-emotional learning and character development, we create a supportive and nurturing school environment. This program is instrumental in fostering a sense of belonging and respect among our students, which is crucial for their overall well-being and academic success.

The use of meeting minutes, agendas, and historical data in PLC meetings is essential for maintaining transparency and accountability. By documenting our discussions and decisions, we ensure that all team members are informed and aligned with our goals. This practice also allows us to track our progress over time, providing valuable insights that inform our future planning and decision-making processes.

Strengths

As a school, we prioritize the continuous improvement of our teaching practices through weekly walkthroughs conducted by the administration. These walkthroughs are designed to provide immediate feedback to our educators, allowing them to reflect on their instructional methods and make timely adjustments. This process not only supports teacher growth but also enhances the overall learning experience for our students.

Our commitment to collaborative leadership is evident in our weekly Instructional Leadership Team meetings. These gatherings serve as a platform for school leaders to discuss strategies, share insights, and align on goals that drive student achievement. By fostering open communication and shared decision-making, we ensure that our leadership is responsive and effective in meeting the needs of our school community.

Professional development is a cornerstone of our educational approach, with sessions scheduled every six weeks. These opportunities for growth are tailored to the specific needs of our campus, ensuring that our educators are equipped with the latest pedagogical strategies and tools. This ongoing investment in professional learning empowers our teachers to deliver high-quality instruction and stay at the forefront of educational innovation.

At the end of each six weeks, we hold faculty meetings to reflect on our progress and plan for the future. These meetings provide a valuable opportunity for our staff to come together, celebrate successes, and address any challenges. By fostering a culture of collaboration and continuous improvement, we create an environment where both teachers and students can thrive.

Our Instructional Coaches and Department Heads play a crucial role in leading Professional Learning Communities (PLCs) focused on data disaggregation. By analyzing student performance data, these leaders help identify trends, strengths, and areas for growth. This data-driven approach enables us to tailor our instructional strategies to meet the diverse needs of our students, ultimately enhancing their academic success.

Problem Statements Identifying Lever 1: Strong School Leadership & Planning Needs

	Problem Statement	Root Cause
1	Carving out time for embedded professional development.	Lack of time to embed vertical grade level professional development.
2	Follow up techniques from PLC recorded meetings.	Admin communicating PLC follow up expectations and a system for monitoring/reporting outcomes as an expectation for the 2025 - 2025 school year with all departments.

 = Priority

Lever 2: Strategic Staffing

Summary

Our mentoring program is designed to foster a supportive and collaborative environment for our educators. By implementing a Buddy system, we aim to ensure that every teacher, especially those new to our campus, has the guidance and support necessary to thrive. This system pairs experienced teachers with newcomers, facilitating a smooth transition and promoting professional growth.

To further support our new teachers, our administration and instructional coaches hold meetings every six weeks. These sessions are crucial for providing ongoing support, addressing any challenges, and celebrating successes. This regular interaction ensures that our teachers feel valued and equipped to succeed in their roles.

We also prioritize regular check-ins with teachers regarding the digital platforms used across our campus and district. This ensures that all educators are comfortable and proficient with the technology tools at their disposal, enhancing their teaching effectiveness and student engagement.

Training on lesson plans is another critical component of our support system. We provide comprehensive training sessions to help teachers develop effective and engaging lesson plans tailored to our campus's needs. This training is designed to enhance instructional quality and student learning outcomes.

Finally, we emphasize the importance of including Individualized Education Program (IEP), Section 504, and English Learner (EB) requirements in our teaching practices. By ensuring that these requirements are integrated into lesson planning and instruction, we are committed to meeting the diverse needs of all our students and fostering an inclusive learning environment.

Strengths

Our New Teacher Mentoring Programs are designed to support educators who are new to our school community. By pairing them with experienced mentors, we ensure that they receive the guidance and support necessary to thrive in their roles. This program not only helps new teachers acclimate to our school culture but also enhances their instructional skills, ultimately benefiting our students.

We are committed to strategically placing teachers in classrooms where their skills and expertise align with student needs. This thoughtful placement ensures that our students receive the best possible education tailored to their unique learning requirements. By matching teachers with the right student groups, we foster an environment where both educators and students can excel.

Recognizing the hard work and dedication of our new teachers is a priority for us. We celebrate their achievements and contributions to our school community, acknowledging the fresh perspectives and innovative ideas they bring. This recognition not only boosts morale but also encourages a culture of appreciation and motivation among all staff members.

Providing leadership opportunities is integral to our professional development framework. We believe in empowering our teachers to take on leadership roles, whether through leading committees, spearheading initiatives, or participating in professional development workshops. By nurturing leadership skills, we prepare our educators to take on greater responsibilities and contribute to the continuous improvement of our school.

Problem Statements Identifying Lever 2: Strategic Staffing Needs

	Problem Statement	Root Cause
1	Individualized Professional Development	Lack of resources and time

★ = Priority

Lever 3: Positive School Culture

Summary

As I walk through the school hallways, I am constantly reminded of our commitment to transparency and communication. The walls are adorned with artifacts that vividly display our school's practices and policies, serving as a constant visual reinforcement of our educational ethos. These displays not only inform but also engage our students, staff, and visitors, creating an environment that is both welcoming and informative.

We place a high value on understanding the perspectives of our educators, which is why we regularly conduct climate surveys. These surveys are a vital tool in assessing teachers' opinions on various aspects of our school environment, including testing, school practices, and their overall well-being. By gathering this feedback, we can make informed decisions that enhance the educational experience for both teachers and students, ensuring that our school remains a supportive and effective place for learning.

Our commitment to a unified educational mission is evident in the way our teachers, administration, and staff are aligned with the school's vision and values. This shared understanding fosters a cohesive and collaborative atmosphere, where everyone is working towards common goals. By ensuring that all members of our school community are aware of and committed to our vision, we create a strong foundation for achieving academic excellence and nurturing the personal growth of our students.

Strengths

At our school, we have made significant strides in creating a positive and supportive learning environment by ensuring that all staff and students are well-versed in Capturing Kid's Hearts, PBIS, and CHAMPs practices. These frameworks are integral to our approach, fostering a culture of respect, responsibility, and relationship-building. By embedding these practices into our daily routines, we aim to cultivate an atmosphere where students feel valued and motivated to succeed.

We celebrate our students' achievements and hard work through grade-award assemblies held every six weeks. These assemblies provide an opportunity to recognize and honor the accomplishments of our students, reinforcing the importance of academic excellence and personal growth. Such events not only boost student morale but also encourage a sense of community and shared success within our school.

Our hallways are vibrant with student artifacts, showcasing the creativity and dedication of our learners. These displays serve as a testament to the diverse talents and skills of our students, providing them with a platform to express themselves and take pride in their work. Additionally, our library hosts gallery walks featuring projects from all subjects, offering students a chance to engage with and appreciate the work of their peers across different disciplines.

To ensure that we are meeting the needs of our staff and maintaining a healthy school climate, I conduct check-the-pulse surveys every six weeks. These surveys are a valuable tool for gathering feedback and insights from our educators, allowing us to address any concerns and continuously improve our practices. By prioritizing open communication and collaboration, we strive to create a supportive environment for both staff and students.

Problem Statements Identifying Lever 3: Positive School Culture Needs

Problem Statement	Root Cause
1 Teachers did not use PBIS reward system with fidelity.	However, we have identified a challenge in the consistent implementation of the PBIS reward system. It is crucial that we address this issue to maintain the integrity and effectiveness of our positive behavior interventions. Not all teachers did not have buy-in.

 = Priority

Lever 4: High-Quality Instructional Materials and Assessments

Summary

As a school, we are committed to enhancing our instructional practices through the implementation of Professional Learning Communities (PLCs) and content planning using the backward planning model. This approach is grounded in the Texas Essential Knowledge and Skills (TEKS) readiness standards, ensuring that our curriculum is aligned with state expectations and that our students are well-prepared for academic success.

We are also focusing on the training and modeling of the lesson internalization process using High-Quality Instructional Materials (HQIM). This initiative is designed to equip our teachers with the skills necessary to deeply understand and effectively deliver the curriculum, thereby enhancing student engagement and learning outcomes.

To ensure consistency and effectiveness in our teaching practices, we are diligently monitoring and aligning the scope and sequence of our curriculum during PLCs. This process involves maintaining fidelity to our instructional plans and making necessary adjustments to meet the diverse needs of our students.

In addition, we are revising and aligning our common assessments to ensure they reflect the appropriate level of rigor. This alignment is crucial for accurately measuring student understanding and progress, and for informing instructional decisions that support student achievement.

Our PLCs are centered around the four essential questions, which guide our analysis of data and drive our instructional strategies. By focusing on these questions, we are able to identify areas of strength and opportunities for growth, ultimately leading to improved teaching practices and student outcomes.

Strengths

Our school has made a concerted effort to allocate dedicated time for reteaching through SPIKE Intervention lessons, which are meticulously crafted based on data analyses conducted within our Professional Learning Communities (PLCs). This approach ensures that we are addressing the specific needs of our students by identifying areas where they require additional support and tailoring our instruction to meet those needs effectively.

In our science curriculum, we have taken proactive steps to monitor and adjust the Texas Essential Knowledge and Skills (TEKS) with necessary adaptations. This ongoing process allows us to remain responsive to the evolving educational standards and ensures that our teaching methods are aligned with the latest requirements, thereby enhancing the learning experience for our students.

We are committed to a thorough understanding of the TEKS by utilizing resources such as LEAD4ward, the TEKS Guide, and our PLC Handbook. This comprehensive unpacking of the standards enables our educators to deliver instruction that is both rigorous and relevant, ensuring that our students are well-prepared for academic success.

Our selection process for students to participate in Spike Enrichment is strategically designed to identify those who have achieved a Masters level score in Science. This targeted enrichment provides these students with opportunities to further deepen their understanding and excel in their studies, fostering a culture of academic excellence.

The implementation of common assessments across Science, Reading Language Arts (RLA), and Social Studies is a critical component of our instructional strategy. These assessments provide valuable insights into student learning and progress, allowing us to make informed decisions about instructional practices and interventions.

Our PLCs are centered around four essential questions and a thorough analysis of data, which drives our collaborative efforts to improve student outcomes. By focusing on these key questions, we ensure that our discussions are purposeful and data-driven, ultimately leading to more effective teaching and learning within our school.

Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments Needs

Problem Statement	Root Cause
1 YAG/Scope and Sequence not being readjusted throughout the school year in PLCs.	Expectation needs to be set that is revisiting. Improvement of PLC systems has been an ongoing process.

★ = Priority

Lever 5: Effective Instruction

Summary

In our Professional Learning Communities (PLCs), departments engage in discussions centered around the four essential questions. This collaborative approach ensures that our educators are consistently focused on student learning, assessment, and the necessary steps to enhance educational outcomes. By addressing these questions, we are able to align our teaching strategies with our educational goals, fostering a cohesive and effective learning environment.

We have strategically allocated time within the school schedule for teachers to track data and monitor the progress of all students. This dedicated time allows educators to analyze student performance, identify trends, and make informed decisions to support each student's academic journey. By prioritizing data-driven instruction, we are committed to meeting the diverse needs of our student body.

Instructional and planning time is specifically designated for reteaching, intervention, and enrichment activities. This ensures that all students, regardless of their current level of understanding, receive the support they need to succeed. By providing opportunities for targeted instruction, we are able to address learning gaps and challenge students to reach their full potential.

Our master schedule is thoughtfully designed to include two weekly meetings for teacher teams to convene. These meetings serve as a platform for collaboration, reflection, and professional growth. By fostering a culture of teamwork and continuous improvement, we empower our educators to share best practices and develop innovative strategies to enhance student learning.

Teachers are required to submit weekly lesson plans, which are a critical component of our instructional framework. This practice ensures that lessons are well-structured, aligned with curriculum standards, and tailored to meet the needs of our students. By maintaining a consistent approach to lesson planning, we uphold a high standard of teaching and learning across our school.

Strengths

One of our key strengths is the provision of visible student artifacts. This practice not only showcases student learning and achievements but also serves as a tangible reflection of the instructional strategies employed by our educators. By displaying these artifacts, we create an environment that celebrates student progress and fosters a culture of academic excellence.

Our teachers demonstrate a strong commitment to collaborative planning by meeting twice a week to analyze and disaggregate data. This regular collaboration allows educators to share insights, develop targeted strategies, and ensure that instruction is data-driven and responsive to student needs. By working together, our teachers are able to create a cohesive and supportive learning environment that benefits all students.

Intervention time is strategically planned by our teachers to identify trends and address student misconceptions through the unpacking of standards. This focused approach enables educators to tailor their instruction to meet the specific needs of their students, ensuring that any gaps in understanding are addressed promptly and effectively.

The implementation of backwards design based on the STAAR test is another strength of our instructional approach. By starting with the end goal in mind, our teachers are able to design lessons that are aligned with state standards and assessments, ensuring that students are well-prepared for the STAAR test. This methodical approach to lesson planning enhances the overall quality of instruction and student outcomes.

In preparation for the STAAR test, our entire campus engages in a reteach of the lowest standards. This comprehensive effort ensures that all students have the opportunity to revisit and master challenging concepts, thereby increasing their confidence and performance on the test. This campus-wide initiative reflects our commitment to student success and academic achievement.

Our teachers also diligently examine common assessments and NWEA MAP testing for trends. By analyzing these assessments, educators can identify areas of strength and areas in need of improvement, allowing them to adjust their instruction accordingly. This data-driven approach ensures that our teaching strategies are effective and aligned with student needs.

Lesson plans at our school are thoughtfully crafted to include components that address the needs of SPED and EB students. By incorporating differentiated instruction and targeted support, our teachers ensure that all students have access to a high-quality

education that meets their individual needs. This inclusive approach reflects our dedication to equity and excellence in education.

Problem Statements Identifying Lever 5: Effective Instruction Needs

Problem Statement	Root Cause
1 Some teachers are not following scope and sequences with fidelity.	Lack of vertical alignment and novice teachers.

 = Priority



Goals

Goal 1

Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 1 High Priority

Increase the STAAR 8 Science passing rate for ESL students from 33.3% to at least 50% by the end of the 2025 - 26 academic year, aligning closer to the state cut point of 65%.

Evaluation Data Source: Science STAAR data in AWARE

Performance Objective 2 High Priority

Increase the STAAR 8 Social Studies passing rate for ESL students from 21.7% to at least 40% by the end of the 2025 - 2026 academic year, progressing toward the state cut point of 65%.

Evaluation Data Source: STAAR Social Studies scores in AWARE

Performance Objective 3 High Priority

Raise the STAAR 8 Science passing rate for SPED students from 35.2% to at least 50% by the end of the 2025 - 2026 academic year, moving closer to the state cut point of 65%.

Evaluation Data Source: Improved Science STAAR scores

Performance Objective 4

Increase the STAAR 8 Social Studies passing rate for SPED students from 22.7% to at least 40% by the end of the 2025 - 2026 academic year, moving closer to the state cut point of 65%.

Evaluation Data Source: Improved Social Studies STAAR Scores

Performance Objective 5

Decrease the gap between ALL students and Special Education students, as measured by the STAAR Math 3 - 8 average score at meets, by 6% from 31% to at least 25% by the end of 2026 academic year.

Performance Objective 6

Decrease the gap between ALL students and Emergent Bilingual students, as measured by the STAAR Math 3 - 8 average score at meets, by 10% from 25% to at least 15% by the end of 2026 academic year.

Performance Objective 7

Increase the STAAR Algebra EOC passing rate for SPED students from 55.3% to the state cut point of

65% by the end of the 2025-2026 academic year.

Goal 2

Develop future-ready students and build a strong academic foundation in literacy and math by working to have all students reading on grade level by grade 3 and by preparing all students to successfully complete algebra coursework.

Performance Objective 1 High Priority

Campus PLCs will analyze longitudinal STAAR data to identify consistently low scoring TEKS, and will adjust instructional practices accordingly. Progress will be measured by a 2% - 5% increase in targeted TEKS scores.

Evaluation Data Source: Longitudinal TEKS based data in Aware.

Performance Objective 2 High Priority

6th Grade STAAR RLA scores (All students) will rise to meet State cut points of 90, 60, 30 for Approaches, Meets, and Masters District 2024 rates for 6th RLA 85% Approaches, 60% Meets, and 30% Masters, constituting a need for local Approaches and 5% Meets rates to rise , while Masters must rise 5%.

Evaluation Data Source: STAAR data from AWARE

Goal 3

Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities.

Performance Objective 1 High Priority

100% of secondary students will identify a post-secondary path leading to college, career, or military.

Evaluation Data Source: STAAR EOC, TAPR, PSAT, Naviance and individual graduate plans

Performance Objective 2 High Priority

Achieve a 5% - 8% increase in Horizon classes.

Evaluation Data Source: GT Data and STARR

Goal 4

Recruit, develop, and retain employees that are student-centered, focused on professional learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Goal 5

Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.

Goal 6

Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

Performance Objective 1

Continued focus on Capturing Kids Hearts, PBIS and CHAMPS and in the number of group counseling sessions needed to address issues related to student anger, grief and conflict.

Evaluation Data Source: Skyward counseling session documentation
Skyward district discipline data

Performance Objective 2

Implementation of Columbia Suicide Risk Assessment screener, a research based tool administered to secondary students to assess their emotional and psychological well-being, will enable early detection of at-risk students, allowing for timely support, targeted interventions and appropriate referrals as needed for 6th - 8th grade students.