

Kerrville Independent School District

Daniels Elementary

2025-2026 Campus Improvement Plan

Mission Statement

At Tom Daniels Elementary, we empower students to reach their full potential by fostering a safe and supportive community where they can grow academically, socially, and emotionally in an ever changing world.

Vision

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

Value Statement

Educate, enlighten, and ensure achievement for all.

Support and direct.

Instill confidence.

Inspire possibility.

Incorporate collaboration focused on teaching and learning.

Build relationships and bring community together.

Implement systems and utilize data to guide decision-making and continuous improvement.

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Comprehensive Needs Assessment

Lever 1: Strong School Leadership & Planning

Summary

As a school, we have established consistent Professional Learning Community (PLC) meeting times to ensure that our educators have regular opportunities to collaborate, share best practices, and engage in meaningful discussions about student learning and instructional strategies. This consistency allows us to maintain a focused approach to professional development and continuous improvement.

We have implemented Multi-Tiered System of Supports (MTSS) tracking tools to effectively monitor and support student progress. These tools enable us to identify students' needs early and provide targeted interventions, ensuring that every student receives the appropriate level of support to succeed academically and socially.

Our school has scheduled dedicated time for whole staff meetings, leadership team meetings, and grade level chair meetings. This structured approach ensures that all staff members are informed, aligned, and working collaboratively towards our common goals. It also provides a platform for open communication and shared decision-making.

The leadership team has prioritized Capturing Kids' Hearts professional development, recognizing its importance in fostering a positive school culture and building strong relationships between students and staff. This focus has equipped our educators with the skills to create a supportive and engaging learning environment.

We have clearly defined roles and responsibilities for our leadership team, which has enhanced our ability to lead effectively and efficiently. This clarity ensures that each team member understands their specific duties and can contribute to the school's success in a coordinated manner.

Our commitment to excellence is reflected in our 100% compliance with T-TESS Observations and Paraprofessional End of Year Evaluations. This achievement demonstrates our dedication to maintaining high standards of teaching and support staff performance, ultimately benefiting our students' educational experiences.

Strengths

Our master schedule is meticulously crafted to ensure that all classes and activities are organized efficiently, allowing for optimal learning experiences for our students. This schedule is designed to accommodate the diverse needs of our student body while maximizing instructional time and resources.

We are committed to adhering to the T-TESS timelines, ensuring that teacher evaluations and professional development are conducted in a timely and effective manner. This compliance not only supports our teachers' growth but also enhances the overall quality of education we provide.

Our PLC agendas and roadmap are thoughtfully developed to guide our professional learning communities in meaningful discussions and collaborative planning. These agendas ensure that our teams remain focused on student outcomes and instructional improvement, fostering a culture of continuous learning and development.

Leadership calendars are strategically planned to allocate time for all necessary tasks, ensuring that our administrative team can effectively manage their responsibilities. This careful planning allows us to support our staff and students more effectively, maintaining a well-organized and responsive school environment.

The DES Staff Hub is an invaluable resource that provides easy access to important documents for all staff members. This centralized platform ensures that everyone has the information they need at their fingertips, promoting transparency and efficiency in our operations.

Our weekly staff newsletter is a vital communication tool that keeps our team informed about school events, updates, and important announcements. This regular communication helps to build a sense of community and keeps everyone aligned with our school's goals and initiatives.

We also send out a daily email that includes information about staff absences and words of encouragement. This practice not only keeps everyone informed but also fosters a positive and supportive work environment, where staff feel valued and motivated.

Finally, we prioritize opportunities for collaboration between our leadership team members. By working together, we can share insights, address challenges, and develop strategies that enhance our school's effectiveness. This collaborative approach ensures that we are united in our mission to provide the best possible education for our students.

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

Problem Statement	Root Cause
1★ Time is currently carved out on a weekly basis for grade level PLCs, however, it has been difficult to include SPED Inclusion Certified Teachers as well as Life Skills Teachers in these opportunities due to scheduling challenges.	Although weekly grade-level PLC meeting times are established to promote collaboration and professional growth, scheduling and structural challenges have made it difficult to consistently include SPED Inclusion Certified Teachers and Life Skills Teachers. This limits their participation in shared discussions, access to MTSS progress monitoring tools, and engagement in school-wide initiatives.

★ = Priority

Lever 2: Strategic Staffing

Summary

Our campus is proud to have a significant number of designated Teacher Incentive Allotment (TIA) teachers, with 13 out of 24 homeroom teachers and one specials teacher holding this designation. This reflects our commitment to recognizing and rewarding effective teaching practices that contribute to student success. The presence of TIA teachers on our campus enhances the quality of education and provides a model of excellence for all staff members.

We are fortunate to have a large number of staff members with over a decade of experience, with 22 out of 35 certified teachers bringing their extensive knowledge and expertise to our school. This wealth of experience is invaluable in fostering a stable and supportive learning environment for our students and contributes to the professional growth of our entire teaching community.

Our school has established strong grade-level and content-area teams that meet frequently to collaborate and share best practices. These teams are essential in ensuring that our curriculum is delivered effectively and consistently across all grades and subjects. The collaborative nature of these teams fosters a culture of continuous improvement and innovation in teaching strategies.

Teacher placements on our campus are made strategically, taking into account both student needs and teacher strengths. This approach ensures that each student receives the best possible instruction tailored to their individual learning requirements, while also allowing teachers to thrive in roles that align with their skills and expertise.

We have seen a positive trend in our staff turnover rate, with improvements noted from the 2024-2025 to the 2025-2026 school year. This reduction in turnover is a testament to our supportive work environment and the professional development opportunities we offer, which help retain talented educators who are committed to our school's mission.

Our staff has the opportunity to participate in programs such as IGNITE, the Teacher Leadership Academy, and INSPIRE, which is designed for new teachers with 0-2 years of experience. These programs provide valuable professional development and leadership training, empowering our teachers to grow in their careers and contribute to the overall success of our school community.

Strengths

For the 25-26 school year, our school is proud to report that we have zero first-year teachers or alternatively certified teachers. This demonstrates our commitment to maintaining a highly experienced and qualified teaching staff, ensuring that our students receive the best possible education from educators who are well-versed in their craft and familiar with our school's culture and expectations.

We are fortunate to have a high number of teachers who have been designated under the Teacher Incentive Allotment (TIA). This recognition not only highlights the exceptional quality of our teaching staff but also reflects our dedication to fostering an environment where excellence in teaching is both recognized and rewarded. Our TIA-designated teachers serve as role models and leaders within our school community, driving instructional success and student achievement.

Our school thrives on the strength of collaborative teams. By fostering a culture of collaboration, we enable our teachers to work together, share best practices, and support one another in their professional growth. This teamwork enhances the

learning experience for our students and contributes to a cohesive and supportive school environment.

We place a high value on staff input in the decision-making process, ensuring that all voices are heard and considered. By actively seeking and incorporating feedback from our staff, we create a more inclusive and democratic school culture where everyone feels empowered to contribute to the school's success and development.

Regular job-embedded feedback and coaching are integral to our professional development approach. By providing our teachers with ongoing, practical feedback and support, we help them refine their skills and improve their instructional practices. This commitment to continuous improvement benefits both our educators and our students, leading to higher levels of engagement and achievement.

We have identified and prioritized effective substitutes for short-term placements, ensuring that our students' learning experiences remain uninterrupted in the absence of their regular teachers. By selecting substitutes who are well-prepared and familiar with our school's expectations, we maintain a consistent and high-quality educational environment.

Our school boasts a high substitute fill rate, which is a testament to our efficient and proactive approach to staffing. By ensuring that substitute positions are filled promptly and effectively, we minimize disruptions to the learning process and maintain a stable and productive classroom environment for our students.

Problem Statements Identifying Lever 2: Strategic Staffing Needs

Problem Statement	Root Cause
1★ According to the 23-24 TAPR , Tom Daniels had 59.6% of teachers with 11 or more years of experience and on average at least 10.2 years of experience in the district. With changing instructional framework and limited out-of-district teaching experiences, this can cause reluctance with new resources and adopting and refining instructional practices.	A large number of veteran teachers on staff have limited exposure to diverse educational environments because they have spent their entire careers within Kerrville ISD and specifically at Tom Daniels Elementary. This lack of varied professional experience may restrict the infusion of fresh instructional strategies and innovative practices.

★ = Priority

Lever 3: Positive School Culture

Summary

During the 24-25 school year, most of our staff participated in Capturing Kids' Hearts training, which has equipped them with strategies to build meaningful relationships with students. This training emphasizes the importance of creating a positive and supportive classroom environment, which is essential for fostering student engagement and success.

We have continued to implement Positive Behavioral Interventions and Supports (PBIS) systems across the campus. This approach helps in promoting positive behavior and creating a safe and effective learning environment for all students. By maintaining consistency in our PBIS practices, we ensure that students understand the expectations and are encouraged to meet them.

To monitor our progress and gather feedback, we utilize climate surveys for students, staff, and families. These surveys provide valuable insights into the school environment and help us identify areas for improvement. By actively seeking input from all stakeholders, we can make informed decisions that enhance the overall school experience.

While some staff members can clearly articulate our school's vision, mission, and values, it is important that we continue to work towards ensuring that all staff are aligned with these guiding principles. This alignment is crucial for maintaining a cohesive and focused approach to education and student development.

We have observed that interactions between staff and students, as well as among staff members themselves, have become more positive. This improvement in communication and relationships contributes to a more harmonious and productive school atmosphere, benefiting both teaching and learning.

To keep all stakeholders informed, we share PBIS and Capturing Kids' Hearts expectations through weekly communications. This regular dissemination of information ensures that everyone is aware of the behavioral standards and practices in place, fostering a community-wide commitment to these initiatives.

Our school counselor provides Social Stories and Character Lessons, which are instrumental in teaching students important social skills and values. These lessons support students in understanding and managing their emotions, building empathy, and developing strong character traits.

We recognize and celebrate students who exemplify outstanding character through our Leading With Character Awards. These awards are presented at Pep Rallies and announced as needed, highlighting the importance of character development and encouraging all students to strive for excellence in their behavior and interactions.

Strengths

Our school has been honored as a Rising Star Campus for Capturing Kids' Hearts, a testament to our outstanding implementation of this transformative process in just our first year. This recognition highlights our commitment to fostering a nurturing and supportive environment where students feel valued and understood.

Our teachers have taken significant ownership in the practice of positive reinforcement, which has been instrumental in creating a classroom atmosphere that encourages and rewards positive behavior. This approach not only motivates students but also builds a strong sense of community and mutual respect among peers and educators.

We have effectively integrated the CKH 4 questions and social contracts into our daily routines to address and redirect unwanted behavior. This structured method empowers students to reflect on their actions and make better choices, promoting a culture of accountability and self-regulation.

Our improved documentation of misbehavior instances has allowed us to track patterns and address issues more efficiently. This systematic approach ensures that we can provide timely interventions and support to students who need it, ultimately leading to a more harmonious school environment.

Our counselor has been pivotal in offering systematic small group counseling sessions tailored to students' behavioral needs. This targeted support helps students develop essential social and emotional skills, contributing to their overall well-being and success in school.

We have also focused on student empowerment by incorporating the sharing of Words of Wisdom into our daily announcements. This initiative encourages students to reflect on positive values and principles, fostering a school culture that emphasizes personal growth and character development.

Finally, we have made it a priority to celebrate the achievements of both students and staff on a more frequent basis. Recognizing and honoring their hard work and accomplishments not only boosts morale but also reinforces a positive and inclusive school community.

Problem Statements Identifying Lever 3: Positive School Culture Needs

Problem Statement	Root Cause
1★ Most staff are unable to articulate the campus vision, mission, and values.	With a change in leadership as well as new learning, the vision, mission, and values need to be revisited and updated to reflect our current state of the campus.
2★ The number of discipline incidents increased between the 23-24 and 24-25 school year with varying locations. During the 24-25 school year there was a total of 410 referrals for 102 students.	Lack of consistent schoolwide discipline plan and expectations. Teachers are inconsistent with consequences within the classroom. Teachers don't have a clear understanding of minor vs major infractions.
3★ Tom Daniels has not been able to meet our Average Daily Attendance Goal of 96% in the past several years.	Attendance since COVID has dropped. Some Family perceptions with respect to school attendance have shifted. There may be a lack of community awareness of the relationship between ADA, student achievement and school funding.

★ = Priority

Lever 4: High-Quality Instructional Materials and Assessments

Summary

Our school has identified a significant gap in the scope and sequence across multiple content areas and grade levels, which has not been adequately updated. This lack of a coherent and updated curriculum framework can lead to inconsistencies in instruction and learning outcomes, making it imperative that we address this issue to ensure a seamless educational experience for our students.

For our 3rd to 5th grade students, we have implemented a comprehensive assessment strategy that includes Common Assessments, Checkpoints, Benchmarks, Universal Screeners (MAP), and the STAAR. These assessments are crucial in providing us with data to inform instruction and identify areas where students may need additional support. However, it is essential that we continuously evaluate the effectiveness of these assessments to ensure they are meeting the needs of our students.

In the early grades, specifically Kindergarten through 2nd grade, students are currently assessed using Universal Screeners such as MAP and MClass. These tools are vital in early detection of learning needs and help us tailor instruction to support our youngest learners. It is important that we maintain a focus on these assessments to ensure they are effectively guiding our instructional practices.

Some grade levels have initiated the use of district-adopted High Quality Instructional Materials (HQIM), which is a positive step towards enhancing the quality of education we provide. However, it is crucial that this process is expanded and consistently implemented across all grade levels to ensure that all students benefit from high-quality resources.

There is a clear need for ongoing professional development through the Professional Learning Community (PLC) process, particularly in relation to High Quality Instructional Materials and assessments. This professional development is essential for equipping our teachers with the skills and knowledge they need to effectively utilize these resources and assessments to improve student learning outcomes.

While our teachers are well-versed in the Texas Essential Knowledge and Skills (TEKS) for their respective grade levels and content areas, there is a need to place greater emphasis on priority standards when compacting instruction. This focus will help ensure that our instructional time is used efficiently and that students are mastering the most critical content necessary for their academic success.

Strengths

Our school has established dedicated time for assessment, ensuring that we systematically evaluate student progress and understanding. This structured approach allows us to gather meaningful data on student performance, which is crucial for informing our instructional strategies and supporting student growth.

The assessments we administer are meticulously aligned with the Texas Essential Knowledge and Skills (TEKS) and are designed to meet appropriate levels of rigor. By conducting these assessments multiple times throughout the year, we can monitor student progress consistently and make timely adjustments to our teaching methods to better meet the needs of our students.

We have also allocated dedicated time for reteaching and data-driven intervention. This allows us to address any learning gaps identified through our assessments promptly. By focusing on targeted interventions, we can provide personalized

support to students who need it, ensuring that all learners have the opportunity to succeed.

Our weekly Professional Learning Communities (PLCs) are integral to our data-driven approach. During these sessions, teachers collaborate to analyze assessment data and discuss effective instructional strategies. This collaborative environment fosters a culture of continuous improvement and directly links teacher actions to student success, enhancing the overall educational experience.

Additionally, some grade levels are currently utilizing district-recommended instructional materials, which provide a consistent and high-quality framework for teaching. All Kinder-5th grade classrooms will be utilizing HMH for Reading and Language Arts instruction in the 2025-2026 school year. These resources support our educators in delivering effective instruction that aligns with district standards and expectations, further contributing to our students' academic achievement.

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

Problem Statement	Root Cause
1★ A misalignment of multiple grade level and content area Scope and Sequence plans and YAGs has resulted in foundational gaps and a need for more students receiving academic intervention.	There has been a lack of coordinated collaboration and communication among grade-level teams, content-areas, campuses, and the district, resulting in inconsistent alignment of scope and sequences and Year-at-a-Glance (YAG) documents across multiple grade levels and subjects.
2★ Across multiple grade levels, there is a noticeable lack of consistent and effective formative assessment opportunities. This gap limits teachers' ability to monitor student progress in real time, adjust instruction to meet diverse learning needs, and ultimately impacts student achievement and growth.	The absence of formative assessments is primarily due to a lack of professional development focused on formative assessment strategies, inconsistent use across grade levels, and a lack of structured time and resources for teachers to design and integrate these assessments into daily instruction. Additionally, there is no unified system or protocol guiding the use of formative assessments.

★ = Priority

Lever 5: Effective Instruction

Summary

As a school, we have observed that some of our teams are engaging in intentional planning on a regular basis. This practice is crucial as it allows educators to collaboratively design lessons and strategies that are tailored to meet the diverse needs of our students. Regular planning sessions foster a culture of continuous improvement and ensure that our instructional approaches are both effective and innovative.

However, we have identified an overall lack of alignment in the scope and sequences at the district level. This misalignment can lead to inconsistencies in the delivery of curriculum across different schools and grade levels. It is imperative that we work towards a cohesive framework that ensures all students receive a consistent and comprehensive education, regardless of their school or classroom.

We have successfully implemented protected Professional Learning Community (PLC) time, which is dedicated to data-driven conversations and planning. This protected time is invaluable as it allows teachers to analyze student data, share insights, and develop strategies that are informed by evidence. Such collaboration is essential for driving student achievement and fostering a culture of accountability.

In our efforts to support all learners, we have carved out intervention time, known as W.I.N. (What I Need), for remediation and extension. This dedicated time allows us to provide targeted support to students who need additional help, as well as opportunities for enrichment for those who are ready to advance. By addressing individual student needs, we are better equipped to close achievement gaps and promote academic growth.

The district has provided an assessment calendar, which serves as a valuable tool for planning and pacing instruction. This calendar ensures that assessments are administered in a timely manner, allowing us to gather data that informs our instructional decisions. It is essential that we adhere to this schedule to maintain consistency and reliability in our assessment practices.

Our school benefits from a clearly defined master schedule that includes an instructional minute framework. This structure ensures that all students receive the required amount of instructional time in each subject area, promoting a balanced and comprehensive educational experience. A well-organized schedule is key to maximizing learning opportunities and maintaining an effective school environment.

Some of our teachers are utilizing student goal setting as a strategy to enhance student engagement and ownership of learning. By involving students in the process of setting and tracking their own goals, we empower them to take an active role in their education. This practice not only motivates students but also helps them develop important skills such as self-reflection and perseverance.

Lastly, we are fortunate to have an additional third-grade teacher who is donor-funded to provide extra support in the area of reading. This additional resource allows us to reduce class sizes and offer more individualized attention to students who need it most. The focus on reading is particularly important, as literacy is foundational to all areas of learning and critical to student success.

Strengths

At our school, we prioritize the coaching and support of teachers through a data-driven approach. By analyzing various data points, we are able to tailor professional development and instructional strategies to meet the specific needs of our educators. This ensures that our teachers are equipped with the most effective tools and techniques to enhance student learning outcomes.

Our teachers possess a deep understanding of unpacking standards, which is crucial for effective curriculum delivery. This expertise allows them to break down complex standards into manageable learning targets, ensuring that instruction is aligned with educational goals and that students are able to grasp the essential concepts required for their academic success.

We have implemented grade level WIN (What I Need) time, which is a strategic initiative designed to maximize the number of individuals available to support student remediation and enrichment. This dedicated time allows for targeted interventions and personalized learning experiences, ensuring that each student receives the support they need to thrive academically.

Our INSPIRE participants have the unique opportunity to observe in model teacher classrooms. This experience provides them with valuable insights into best practices and innovative teaching methods. By witnessing exemplary instruction firsthand, participants are able to refine their own teaching strategies and contribute to a culture of continuous improvement within our school.

We are committed to the increased utilization of District Adopted High-Quality Instructional Materials (HQIM) across our campus. By integrating these resources into our teaching practices, we ensure that our students have access to rigorous and engaging content that aligns with district standards. This commitment to high-quality materials supports our goal of providing an exceptional educational experience for all students.

Problem Statements Identifying Lever 5: Effective Instruction Needs

Problem Statement	Root Cause
1★ Due to the lack of an aligned scope and sequence and YAGs for multiple grade levels and content areas, there has been a de-emphasis on Tier 1 Small Group reading instruction in grades Kinder-2nd grade.	This misalignment has led to a lack of emphasis and reduced implementation fidelity of Tier 1 small group reading instruction in Kindergarten through 2nd grade, limiting targeted support for early literacy development.
2★ Some teachers utilize individual goal setting for student empowerment and ownership, but this practice is not consistent and does not travel from grade level to grade level.	The inconsistent use of individual goal setting by teachers, coupled with a lack of structured communication and alignment across grade levels, results in uneven student empowerment and ownership that does not progress systematically as students advance through grades.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

A misalignment of multiple grade level and content area Scope and Sequence plans and YAGs has resulted in foundational gaps and a need for more students receiving academic intervention.

There has been a lack of coordinated collaboration and communication among grade-level teams, content-areas, campuses, and the district, resulting in inconsistent alignment of scope and sequences and Year-at-a-Glance (YAG) documents across multiple grade levels and subjects.

2
★

Time is currently carved out on a weekly basis for grade level PLCs, however, it has been difficult to include SPED Inclusion Certified Teachers as well as Life Skills Teachers in these opportunities due to scheduling challenges.

Although weekly grade-level PLC meeting times are established to promote collaboration and professional growth, scheduling and structural challenges have made it difficult to consistently include SPED Inclusion Certified Teachers and Life Skills Teachers. This limits their participation in shared discussions, access to MTSS progress monitoring tools, and engagement in school-wide initiatives.

3
★

According to the 23-24 TAPR, Tom Daniels had 59.6% of teachers with 11 or more years of experience and on average at least 10.2 years of experience in the district. With changing instructional framework and limited out-of-district teaching experiences, this can cause reluctance with new resources and adopting and refining instructional practices.

A large number of veteran teachers on staff have limited exposure to diverse educational environments because they have spent their entire careers within Kerrville ISD and specifically at Tom Daniels Elementary. This lack of varied professional experience may restrict the infusion of fresh instructional strategies and innovative practices.

4
★

Most staff are unable to articulate the campus vision, mission, and values.

With a change in leadership as well as new learning, the vision, mission, and values need to be revisited and updated to reflect our current state of the campus.

5
★

Due to the lack of an aligned scope and sequence and YAGs for multiple grade levels and content areas, there has been a de-emphasis on Tier 1 Small Group reading instruction in grades Kinder-2nd grade.

This misalignment has led to a lack of emphasis and reduced implementation fidelity of Tier 1 small group reading instruction in Kindergarten through 2nd grade, limiting targeted support for early literacy development.

6
★

Some teachers utilize individual goal setting for student empowerment and ownership, but this practice is not consistent and does not travel from grade level to grade level.

The inconsistent use of individual goal setting by teachers, coupled with a lack of structured communication and alignment across grade levels, results in uneven student empowerment and ownership that does not progress systematically as students advance through grades.

7
★

Across multiple grade levels, there is a noticeable lack of consistent and effective formative assessment opportunities. This gap limits teachers' ability to monitor student progress in real time, adjust instruction to meet diverse learning needs, and ultimately impacts student achievement and growth.

The absence of formative assessments is primarily due to a lack of professional development focused on formative assessment strategies, inconsistent use across grade levels, and a lack of structured time and resources for teachers to design and integrate these assessments into daily instruction. Additionally, there is no unified system or protocol guiding the use of formative assessments.

8
★

The number of discipline incidents increased between the 23-24 and 24-25 school year with varying locations. During the 24-25 school year there was a total of 410 referrals for 102 students.

Lack of consistent schoolwide discipline plan and expectations. Teachers are inconsistent with consequences within the classroom. Teachers don't have a clear understanding of minor vs major infractions.

9
★

Tom Daniels has not been able to meet our Average Daily Attendance Goal of 96% in the past several years.

Attendance since COVID has dropped. Some Family perceptions with respect to school attendance have shifted. There may be a lack of community awareness of the relationship between ADA, student achievement and school funding.

★ = 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

Students receiving Special Education services will improve the meets level of performance on STAAR Reading to at least 40% by the end of the 25-26 school year.

Evaluation Data Source: STAAR, Common Assessments, Universal Screeners, IEP progress Reports, Formative Assessments, Intervention Progress Monitoring

Strategy 1 Results Driven Accountability

Special Education certified teaching staff will participate in the PLC process on a weekly basis.

Strategy's Expected Result/Impact: Improved overall academic student performance for students receiving SPED services and better understanding of student data

Staff Responsible for Monitoring: Principal, AP, IC

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress

September

Considerable Progress

January

April

June

Strategy 2 Results Driven Accountability

Professional Development for General Education Teaching staff on accommodations and IEP goals for SPED students.

Strategy's Expected Result/Impact: Improved overall academic student performance for students receiving SPED services and better understanding of individual student needs

Staff Responsible for Monitoring: Principal, AP, IC

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

September

Considerable Progress

January

April

June

Strategy 3 Results Driven Accountability

Routine and scheduled data review for all SPED students on common assessments, checkpoints, benchmarks, and teacher created assessments.

Strategy's Expected Result/Impact: Improved overall academic student performance for students receiving SPED services and better understanding of individual student needs

Staff Responsible for Monitoring: Principal, AP, IC

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

September

Moderate Progress

January

April

June

Strategy 4 Results Driven Accountability

Increased access to HQIM resources for SPED Academic Instructional Staff.

Strategy's Expected Result/Impact: Improved overall academic student performance for students receiving SPED services and better understanding of individual student needs

Staff Responsible for Monitoring: Principal, AP, IC

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

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

September



Accomplished

January

April

June

Performance Objective 1 Problem Statements Identifying Lever 1: Strong School Leadership & Planning

Problem Statement	Root Cause
1 Time is currently carved out on a weekly basis for grade level PLCs, however, it has been difficult to include SPED Inclusion Certified Teachers as well as Life Skills Teachers in these opportunities due to scheduling challenges.	Although weekly grade-level PLC meeting times are established to promote collaboration and professional growth, scheduling and structural challenges have made it difficult to consistently include SPED Inclusion Certified Teachers and Life Skills Teachers. This limits their participation in shared discussions, access to MTSS progress monitoring tools, and engagement in school-wide initiatives.

Performance Objective 2

Students receiving Special Education services will improve the meets level of performance on STAAR Math to at least 40% by the end of the 25-26 school year.

Evaluation Data Source: STAAR, Common Assessments, Universal Screeners, IEP progress Reports, Formative Assessments, Intervention Progress Monitoring

Strategy 1

 Results Driven Accountability

Special Education certified teaching staff will participate in the PLC process on a weekly basis.

Strategy's Expected Result/Impact: Improved overall academic student performance for students receiving SPED services and better understanding of individual student needs

Staff Responsible for Monitoring: Principal, AP, IC

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

September

Considerable Progress

January

April

June

Strategy 2

 Results Driven Accountability

Professional Development for General Education Teaching staff on accommodations and IEP goals for SPED students.

Strategy's Expected Result/Impact: Improved overall academic student performance for students receiving SPED services and better understanding of individual student needs

Staff Responsible for Monitoring: Principal, AP, IC

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

September

Considerable Progress

January

April

June

Strategy 3 Results Driven Accountability

Routine and scheduled data review for all SPED students on common assessments, checkpoints, benchmarks, and teacher created assessments.

Strategy's Expected Result/Impact: Improved overall academic student performance for students receiving SPED services and better understanding of individual student needs

Staff Responsible for Monitoring: Principal, AP, IC

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

September

Moderate Progress

January

April

June

Strategy 4 Results Driven Accountability

Increased access to HQIM resources for SPED Academic Instructional Staff.

Strategy's Expected Result/Impact: Improved overall academic student performance for students receiving SPED services and better understanding of individual student needs

Staff Responsible for Monitoring: Principal, AP, IC

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

September

 Accomplished

January

April

June

Performance Objective 2 Problem Statements Identifying Lever 1: Strong School Leadership & Planning

Problem Statement	Root Cause
1 Time is currently carved out on a weekly basis for grade level PLCs, however, it has been difficult to include SPED Inclusion Certified Teachers as well as Life Skills Teachers in these opportunities due to scheduling challenges.	Although weekly grade-level PLC meeting times are established to promote collaboration and professional growth, scheduling and structural challenges have made it difficult to consistently include SPED Inclusion Certified Teachers and Life Skills Teachers. This limits their participation in shared discussions, access to MTSS progress monitoring tools, and engagement in school-wide initiatives.

Performance Objective 3

5th grade students will improve the meets level of performance on STAAR Science from 36.59% to 40% by the end of the 25-26 school year.

Evaluation Data Source: STAAR, Common Assessments, Universal Screeners, IEP progress Reports, Formative Assessments, Intervention Progress Monitoring

Strategy 1

DES will prioritize providing opportunities for student collaboration and academic discussion, with an emphasis on appropriate academic vocabulary.

Strategy's Expected Result/Impact: Improved student achievement and growth

Staff Responsible for Monitoring: Principal, AP, IC

Problem Statements: Lever 5: Effective Instruction 2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress
September

Moderate Progress
January

April

June

Strategy 2

DES teachers will maximize instructional time by the intentional use of W.I.N. time for intervention and/or enrichment groups.

Strategy's Expected Result/Impact: Improved student achievement and growth

Staff Responsible for Monitoring: Principal, AP, IC

Problem Statements: Lever 5: Effective Instruction 2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

September

Moderate Progress

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Strategy 3

Create hands-on learning and exploration opportunities for students in Science in grades K-5 at least two or three times per instructional unit.

Strategy's Expected Result/Impact: Improved student achievement and growth

Staff Responsible for Monitoring: Principal, AP, IC

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Performance Objective 3 Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments

Problem Statement	Root Cause
1 A misalignment of multiple grade level and content area Scope and Sequence plans and YAGs has resulted in foundational gaps and a need for more students receiving academic intervention.	There has been a lack of coordinated collaboration and communication among grade-level teams, content-areas, campuses, and the district, resulting in inconsistent alignment of scope and sequences and Year-at-a-Glance (YAG) documents across multiple grade levels and subjects.

Performance Objective 3 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement	Root Cause
2 Some teachers utilize individual goal setting for student empowerment and ownership, but this practice is not consistent and does not travel from grade level to grade level.	The inconsistent use of individual goal setting by teachers, coupled with a lack of structured communication and alignment across grade levels, results in uneven student empowerment and ownership that does not progress systematically as students advance through grades.

Performance Objective 4

Full campus-wide implementation of Professional Learning Community (PLC) systems during the 25-26 school year will result in improved student performance at the Meets level or above on campus selected assessments.

Evaluation Data Source: STAAR, Common Assessments, Universal Screeners, IEP progress Reports, Formative Assessments, Intervention Progress Monitoring

Strategy 1

Create and adhere to a campus PLC schedule where teams meet weekly and ensure documentation of meetings to promote transparency and accountability.

Strategy's Expected Result/Impact: Effective use of PLC systems
Increased student scores on State Assessments and Universal Screeners

Staff Responsible for Monitoring: Principal, AP, IC

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

September

Considerable Progress

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Strategy 2

Establish goal-oriented planning by developing annual, measurable team goals aligned with campus objectives.

Strategy's Expected Result/Impact: Effective use of PLC systems
Increased student scores on State Assessments and Universal Screeners

Staff Responsible for Monitoring: Principal, AP, IC

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

September

Considerable Progress

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Strategy 3

Refine and continue collaborative practices within PLCs such as data analysis, instructional strategy sharing, and targeted efforts to improve student performance by a specific pre-determined percentage as decided by the PLC team.

Strategy's Expected Result/Impact: Effective use of PLC systems
Increased student scores on State Assessments and Universal Screeners

Staff Responsible for Monitoring: Principal, AP, IC

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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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

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

Strategy 1

Provide teachers with campus specific longitudinal TEKS data.

Strategy's Expected Result/Impact: Improved scores on low readiness TEKS

Staff Responsible for Monitoring: Principal, AP, IC

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Considerable Progress

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Strategy 2

Campus Leadership will maintain longitudinal TEKS based data using campus Common Assessments using Aware.

Strategy's Expected Result/Impact: Improved scores on low readiness TEKS

Staff Responsible for Monitoring: Principal, AP, IC

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

September

Some Progress

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April

June

Strategy 3

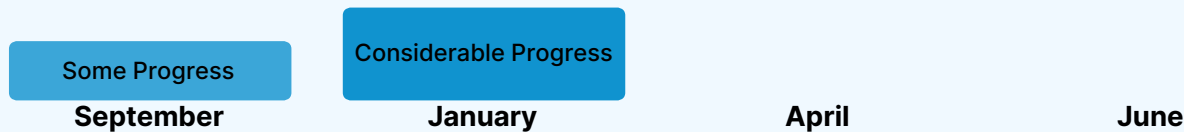
PLCs will plan and revise instructional practices to match the content and rigor of how the identified TEKS are assessed.

Strategy's Expected Result/Impact: Improved scores on low readiness TEKS

Staff Responsible for Monitoring: Principal, AP, IC

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 ☒ HB3 Goal

The percentage of 3rd grade students that score Meets grade level or above on STAAR RLA will increase from 59.77% to 63% by the end of the 2025-2026 school year.

Evaluation Data Source: 2025 STAAR Data, 2026 STAAR Data, District Common Assessments, Benchmarks, Checkpoints, NWEA MAP Reading Assessments, MClass

Strategy 1

DES will PLC weekly by grade level and content areas to refine and enhance Tier 1 instruction, examine student data, and create targeted instructional plans based on that data.

Strategy's Expected Result/Impact: Improved performance at the Meets level on STAAR incremental growth for all students through progress monitoring

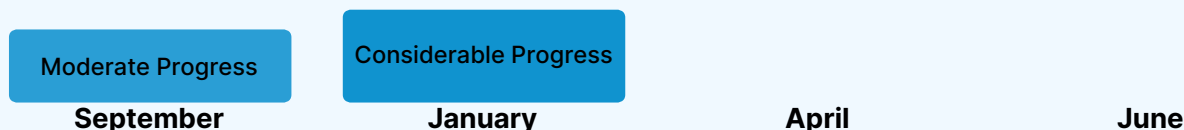
Staff Responsible for Monitoring: Principal, AP, IC

Problem Statements: Lever 5: Effective Instruction 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Implementation of HMH Into Reading will provide systematic, explicit instruction to improve reading outcomes. All RLA teachers will receive Lesson Internalization training before the start of the 25-26 school year.

Strategy's Expected Result/Impact: Improved performance at the Meets level on STAAR incremental growth for all students through progress monitoring

Staff Responsible for Monitoring: Principal, AP, IC

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress

September

Considerable Progress

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Performance Objective 2 Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments

Problem Statement

Root Cause

1

A misalignment of multiple grade level and content area Scope and Sequence plans and YAGs has resulted in foundational gaps and a need for more students receiving academic intervention.

There has been a lack of coordinated collaboration and communication among grade-level teams, content-areas, campuses, and the district, resulting in inconsistent alignment of scope and sequences and Year-at-a-Glance (YAG) documents across multiple grade levels and subjects.

Performance Objective 2 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement

Root Cause

2

Some teachers utilize individual goal setting for student empowerment and ownership, but this practice is not consistent and does not travel from grade level to grade level.

The inconsistent use of individual goal setting by teachers, coupled with a lack of structured communication and alignment across grade levels, results in uneven student empowerment and ownership that does not progress systematically as students advance through grades.

Performance Objective 3 ☒ HB3 Goal

The percentage of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 59.77% to 63% by the end of the 2025-2026 school year.

Evaluation Data Source: 2025 STAAR Data, 2026 STAAR Data, District Common Assessments, Benchmarks, Checkpoints, NWEA MAP Reading Assessments, MClass

Strategy 1

DES will PLC weekly by grade level and content areas to refine and enhance Tier 1 instruction, examine student data, and create targeted instructional plans based on that data.

Strategy's Expected Result/Impact: Improved performance at the Meets level on STAAR incremental growth for all students through progress monitoring

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

September

Considerable Progress

January

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Strategy 2

Implementation of HQIM (STEMScopes, Envision, Go Math!) will provide systematic, explicit instruction to improve math outcomes.

Strategy's Expected Result/Impact: Improved performance at the Meets level on STAAR incremental growth for all students through progress monitoring

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

September

Considerable Progress

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Performance Objective 3 Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments

Problem Statement	Root Cause
2 Across multiple grade levels, there is a noticeable lack of consistent and effective formative assessment opportunities. This gap limits teachers' ability to monitor student progress in real time, adjust instruction to meet diverse learning needs, and ultimately impacts student achievement and growth.	The absence of formative assessments is primarily due to a lack of professional development focused on formative assessment strategies, inconsistent use across grade levels, and a lack of structured time and resources for teachers to design and integrate these assessments into daily instruction. Additionally, there is no unified system or protocol guiding the use of formative assessments.

Performance Objective 4

The percentage of Kinder-2nd grade students that score Benchmark or higher on MClass Universal Screener will increase from 69.33% to 73% by the end of the 2025-2026 school year.

Evaluation Data Source: 2024-2025 MClass scores, 2025-2026 MClass scores, HMH Module Assessments, Heggerty Phonics Assessments, Progress Monitoring

Strategy 1

The campus will use the MTSS process to identify students requiring intervention and provide individual/small group instruction. Teachers will use the MTSS process to document and track progress for students and update interventions as needed

Strategy's Expected Result/Impact: Overall increase in Kinder-2nd grade mClass scores

Staff Responsible for Monitoring: Principal, AP, IC

Problem Statements: Lever 5: Effective Instruction 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

September

Moderate Progress

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June

Strategy 2

Using the KISD Curriculum and Instruction department as a resource, the campus will use Heggerty Bridge to Reading Phonics program with fidelity in Kinder-2nd grade. This curriculum provides systematic, explicit instruction to improve reading outcomes for all students.

Strategy's Expected Result/Impact: mClass scores will increase

Staff Responsible for Monitoring: Principal, AP, IC

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

September

Considerable Progress

January

April

June

Strategy 3

The campus will PLC weekly by grade level and content teams to refine and enhance Tier 1 instruction, examine student data, create WIN groups, and create targeted instructional plans based on that data.

Strategy's Expected Result/Impact: mClass scores will increase

Staff Responsible for Monitoring: Principal, AP, IC

Problem Statements: Lever 5: Effective Instruction 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

September

Considerable Progress

January

April

June

Strategy 4

The campus will conduct classroom walkthroughs to collect data on the implementation of Heggerty Bridge to Reading Phonics and provide coaching and feedback to staff.

Strategy's Expected Result/Impact: mClass scores will increas

Staff Responsible for Monitoring: Principal, AP, IC

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

Moderate Progress

Performance Objective 4 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement

Root Cause

1

Due to the lack of an aligned scope and sequence and YAGs for multiple grade levels and content areas, there has been a de-emphasis on Tier 1 Small Group reading instruction in grades Kinder-2nd grade.

This misalignment has led to a lack of emphasis and reduced implementation fidelity of Tier 1 small group reading instruction in Kindergarten through 2nd grade, limiting targeted support for early literacy development.

Performance Objective 5

The percentage of Kinder-2nd grade students that show growth on the NWEA MAP Math Universal Screener will increase from 42.33% to 50% by the end of the 2025-2026 school year.

Evaluation Data Source: 2024-2025 MAP Math scores, 2025-2026 MAP Math Scores, Edmentum Progress, Math Assessments, Progress Monitoring

Strategy 1

The campus will use the MTSS process to identify students requiring intervention and provide individual/small group instruction in Math. Teachers will use the MTSS process to document and track progress for students and updating interventions as needed.

Strategy's Expected Result/Impact: increase in growth for Math MAP

Staff Responsible for Monitoring: Principal, AP, IC

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

September

Moderate Progress

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Strategy 2

Using the KISD Curriculum and Instruction Department as a resource, the campus will use the district math curriculum, Go Math and STEMScopes, with fidelity. Instructional planning will be a focus.

Strategy's Expected Result/Impact: increase in growth for Math MAP

Staff Responsible for Monitoring: Principal, AP, IC

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

September

Moderate Progress

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June

Strategy 3

The campus will PLC weekly by grade level and content areas to refine and enhance Tier 1 instruction, examine student data, create WIN groups, and create targeted instructional plans based on the data.

Strategy's Expected Result/Impact: increase in growth for Math MAP

Staff Responsible for Monitoring: Principal, AP, IC

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

September

Considerable Progress

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June

Strategy 4

The campus will conduct classroom walkthroughs to collect data on small group Tier 1 math instruction and provide coaching and feedback.

Strategy's Expected Result/Impact: increase in growth for Math MAP

Staff Responsible for Monitoring: Principal, AP, IC

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

September

Moderate Progress

January

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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

Increase student interest in exploring College, Career, and Military readiness in students at the elementary level.

Evaluation Data Source: N/A

Strategy 1

Continue the initiative to promote college/career/ military awareness and and raise money for an end of year scholarship to a graduating Tivy seniors that attended Tom Daniels Elementary.

Strategy's Expected Result/Impact: Increase student awareness about post secondary options
Formation of a stronger connection between students at Tom Daniels and students at Tivy

Staff Responsible for Monitoring: Principal, AP

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

September

Considerable Progress

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Strategy 2

Sponsor a school wide career day once a year utilizing parents and community members to provide students with information on a wide variety of careers and trades.

Strategy's Expected Result/Impact: Students will gain knowledge regarding career opportunities that they may not have known anything about and would like to explore further.

Staff Responsible for Monitoring: Principal, AP, Counselor

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

No Progress
September

Some Progress
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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

Reduce the number of office discipline referrals by 10% during the 25-26 school year in comparison to the 24-25 school year.

Evaluation Data Source: Skyward
CKH Surveys and Data
MTSS Documentation

Strategy 1

Implementation of CKH with campus-wide fidelity, specifically focusing on student-teacher connectedness and empowerment for self-managing classrooms and clarity with our tiered discipline process (Capturing Kids' Hearts(r) Discipline Model / CKH Discipline Ladder for Teachers / CKH Discipline Ladder for Administrators).

Strategy's Expected Result/Impact: Fewer number of Discipline Referrals
Students remaining in class learning

Staff Responsible for Monitoring: Principal and AP

Problem Statements: Lever 3: Positive School Culture 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

September

Moderate Progress

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Strategy 2

The campus will use the MTSS process to identify students requiring intervention for behavior and provide individual/small group instruction. Teachers will use the MTSS process to document and track progress for students and update interventions as needed.

Strategy's Expected Result/Impact: Fewer number of Discipline Referrals
Students remaining in class learning

Staff Responsible for Monitoring: Principal, AP, Counselor

Problem Statements: Lever 3: Positive School Culture 2

Formative Reviews

Some Progress

September

Moderate Progress

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Performance Objective 1 Problem Statements Identifying Lever 3: Positive School Culture

Problem Statement	Root Cause
2 The number of discipline incidents increased between the 23-24 and 24-25 school year with varying locations. During the 24-25 school year there was a total of 410 referrals for 102 students.	Lack of consistent schoolwide discipline plan and expectations. Teachers are inconsistent with consequences within the classroom. Teachers don't have a clear understanding of minor vs major infractions.